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ABSTRACT

Designed for use in grades 4-6, this guide consists of four basic units related to the study of Vermont: Indian Civilization, Vermont History, Geography and Economics, and Cities and Towns. Each unit lists key concepts, content objectives, skills objectives, and related objectives. Next, specialized vocabulary as well as common, essential vocabulary lists are provided. Content material, supplemental material, suggested activities, and a completion test are also given for each unit. The first unit includes information on the Western Abenaki Indians of Vermont, ancient Indian civilization, and Indians after the arrival of Europeans. The second unit, Vermont geography and economics, deals with mountains, rivers, lakes, geographic regions, general information and division by counties, map reading, and the economy. In the third unit, students learn the cities and towns by participating in a wide variety of activities. The final unit traces Vermont history from the early explorations of Samuel de Champlain to Vermont's independence. Each section provides student materials which can be duplicated. Activities include use of small and large group discussion, simulation, role play, use of media, questioning, independent study, and a skills contract which includes letters to parents and ideas for "make it," "write it," "exhibit it," and "draw it" activities. The document concludes with an appendix of terms, a prerequisite skills chart, a resources guide, and a bibliography. (LH)

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STUDY OF VERMONT:
A CURRICULUM

Designed for grades 4-6

by

Martha L. Dubuque

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Cover designed by Christopher W. Lantman

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When one begins preparing a curriculum, it soon becomes evident that a curriculum is actually the compilation of the ideas and energies of several people. The resulting document is meant to be used only as the basis for an exciting study of Vermont. It is hoped that educators will do with this curriculum what I did with my research: pull from it what seems suitable and add to it their own ideas, knowledge, and imagination.

Preface

This curriculum is designed for use in grades 4-6 and is consists of four basic units: Indian Civilization; Vermont History; Geography and Economics; Cities and Towns. An educator may do one, two, three, or all of the units. The units may be done successfully in any order. The curriculum may be used solely for the study of Vermont or as a part of an existent social studies curriculum (such as the study of the United States).

Each unit is divided into six sections: Concepts and Objectives; Vocabulary List; Content Material; Supplemental Material; Suggested Activites; and Completion Test. Included in the "Content Material" is the basic information on the topic, the information considered essential in a study of Vermont. The "Concepts and Objectives," the "Vocabulary List," the "Suggested Activities," and the "Completion Test" are designed to reflect that basic content material. Nothing from "Supplemental Material" is included in these sections. This arrangement enables the educator who chooses to teach only the basic unit to do so. On the other hand, the inclusion of "Supplemental Material" enables the educator who chooses to go further than the basic material to do so.

Teaching and learning are interactive processes involving the creativity, the thoughts, and the talents of many people. It is hoped that this curriculum can be one of many resources useful in the process by which students and teachers bring their experiences and imagination to bear on the study of Vermont history. It is at best an outline to be given body and life by creative teachers and students.

Educators:

The plan for each unit in the Vermont Curriculum allows individuality, creativity, and flexibility on the part of administrators, teachers, and students. An explanation of the plan follows:

FIRST is a list of CONCEPTS AND OBJECTIVES. This list is divided into four sections: Key Concepts; Content Objectives; Skills Objectives; Related Objectives. Each section represents a minimum, certainly not a maximum, of the understandings which every student should gain from the unit. The listing can also be used by a teacher as a basis for making lesson plans from the content material or as a reference for evaluation at the end. An explanation of each of these areas follows.

> KEY CONCEPTS: These are the key concepts to be learned by students during the unit. They are stated as generalizations, allowing individual teachers to determine the appropriate level of focus for each concept. Mastery of the key concepts can be demonstrated at three levels: a) by a written explanation of the concept; b) by discussion of the concept in small or large group setting; c) by extension of the concept into related areas.
>
> CONTENT OBJECTIVES: These are the objectives for content to be mastered by the student by the end of the unit. All objectives are measured in the completion test.
>
> SKILLS OBJECTIVES: These are the objectives for skills in which students will gain increased proficiency during their work on the suggested activities in the unit. These objectives are designed with the primary goals of improving research skills, encouraging reasoning, and fostering creativity.
>
> RELATED OBJECTIVES: These objectives are intended for enrichment and/or extension of the unit to a more global and for more current application of the key concepts. Often required is drawing inferences from and seeing the implications of the facts. Many of the related objectives can be effectively dealt with in small group or large group discussions.

SECOND is the VOCABULARY DEMANDS LIST. The vocabulary is categorized in two groups: new or specialized vocabulary and common or essential vocabulary. New or specialized vocabulary can be defined as words previously unfamiliar to the student or as words specific to concepts in the unit. Common or essential vocabulary can be defined as words previously familiar to the student but necessary to understanding of concepts in the unit. The key words in the new or specialized vocabulary are indicated with an asterisk (*) for rapid identification.

THIRD is the CONTENT MATERIAL. This material is intended as a reference source for the teacher and is not meant to be handed to students as a text. It is from this content material that a teacher should draw his/her instruction on Vermont. There are many modes in which to do this, and the selection of which one or ones to use will be dependent upon many factors including: the teacher's personal teaching style, the policy or guidelines of the district in which the school is located, the interests and abilities of the students, the characteristics of the class as a whole group, and available resources. This curriculum can come alive only through a living, breathing being called an educator who evaluates those factors and makes his/her plans from there, and through creative and involved students.

FOURTH is the SUPPLEMENTAL MATERIAL. This is material that is pertinent but not essential to the curriculum. It is designed to aid the teacher who wants to use this curriculum in conjunction with another (like the study of the United States), the teacher who wants enrichment material, or the teacher who desires a more thorough study of Vermont. Use of this section is entirely dependent on the scope of the educator's lesson plan.

FIFTH is the section of SUGGESTED ACTIVITIES. This section includes worksheets and ideas for projects. The individual educator is encouraged to make up his/her own activities to fit his/her special needs. The ones included are only starters! All activities are based on the content material. If teachers decide to use the supplemental material, they will need to devise activities of their own on that. Several pages are intended to be thermofaxed and duplicated for student use. These pages are indicated with the heading "Student Material."

In the section of Suggested Activities there are two activities which occur in all of the four units. One of these is the Activities Outline Referenced to Public School Approval Standards. The other is the Skills Contract. An explanation of each of these follows.

The Activities Outline Referenced to Public School Approval Standards is a collection of ideas for student activities based upon the Social Studies Standard issued in 1984 by the Vermont Department of Education. The general standard policy is reprinted below.

SOCIAL STUDIES

General Standard

The school provides a social studies curriculum for all students that includes instruction in the history and culture of Vermont, the United States, and the world, including major historical events and the forces and personalities that shaped them. It draws from the fundamental concepts of geography, economics, law and government, psychology, anthropology and sociology.

Reasoning, civic participation, research, interpersonal and intergroup relations, interpreting maps and globes, understanding time and chronology, analyzing controversial issues, composition, critical reading, and decision-making are taught and assessed. The content is drawn from local, state, national

and world areas. Methods in evidence include the use of small and large group discussion, simulation, case studies, role playing, use of media, questioning, and independent study.

Activities organized according to six of the seven areas of methodology identified in the standards are contained in this section. The six areas covered are: use of small and large group discussion; simulation; role playing; use of media; questioning; independent study. The area of case studies has been left open to individual teacher discretion. A teacher should use his/her professional expertise and judgment to select those activities most appropriate for use and to decide in what ways those selected activities would be most successfully carried out. The suggested activities in the seven areas are tied to the established concepts and objectives for the unit.

The second item which appears in each unit's SUGGESTED ACTIVITIES is the SKILLS CONTRACT. This contract has a letter to parents and a contract form if teachers wish to use either feature. It is basically a variety of ideas for student presentations and projects. The ideas are organized into the following sections: "make it" activities, "write it" activities, "exhibit it" activities, and "draw it" activities. The primary purpose of the Skills Contract is to provide a variety of learning possibilities and a diversity of expressional modes for the student.

Both these activities, the Activities Outline Referenced to Public School Approval Standards and the Skills Contract, are indicated by an asterisk (*) in each Unit Table of Contents for easy identification.

SIXTH is the COMPLETION TEST. This is one possible evaluation tool and should not be considered the best or only one. It is included only for those teachers who would like to use it. It could be used in its entirety, in part, or not at all.

At the end of the entire curriculum package are three items of special interest. First is an Appendix of Terms. This appendix defines each of the primary terms used in the section Concepts and Objectives. The purpose of the appendix is to clarify those basic educational terms as they are used in this curriculum. Each key word is underlined in the Concepts and Objectives section to make referral to the appendix more useful. Second is a Prerequisite Skills Chart. This chart identifies the prerequisite skills a student should possess in order to fully master the concepts and objectives of the unit. It is meant to be another teaching tool made available to those teachers who wish to use it. Third is a Resources Guide. This guide lists names and addresses of agencies and organizations that can be used as resources in the study of Vermont.

The final page, the Bibliography, is a listing of resources used by the author of this curriculum for the purpose of research and activities development. Several bibliographies for school use have already been compiled and are available from sources identified in the Resources Guide.

INDIAN CIVILIZATION, UNIT OUTLINE

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I. INDIAN CIVILIZATION, CONCEPTS AND OBJECTIVES

A. Key Concepts

1. The Indians' way of life depended on resources provided by nature.
2. The Indians' way of life was cyclical in correlation with the seasons.
3. The Indians' way of life reflected the fact that they were hunters and gatherers with agriculture as a supplement.
4. Water was a key factor in Indian settlement.
5. Indian organization followed a hierarchial progression from nuclear family way to tribe.
6. The role of the supernatural was an influence in the Indians' life.

B. Content Objectives

At the end of this unit, the student shall be able to:

1. Identify the major Indian tribe in Vermont.
2. Locate the sites of Indian settlement in Vermont.
3. Describe the Indian way of life in terms of four cyclical periods.
4. Evaluate the extent of the Indians' dependance on nature and natural resources.
5. Trace the hierarchy of Indian society from nuclear family to tribe.
6. Describe the role of the supernatural in the Indians' outlook on life.
7. Compare and contrast the Indians' way of life with that of the the white European settlers.
8. Discuss the simplicity/complexity of the Indian culture.

C. **Skills Objectives***

At the end of this unit and after completion of the Skills Contract, the student shallshow improvement in his/her ability to:

1. Use reference sources, i.e.: community resources, encyclopedias, almanacs, atlases, magazines, newspapers, interviews, charts and tables, audiovisual materials, etc.
2. Interpret data.
3. Translate data into various mediums.
4. Predict and/or hypothesize outcomes.
5. Evaluate data.
6. Compare and contrast two or more given specifics.
7. Apply problem solving and critical thinking skills to social issues.
8. Communicate findings clearly in oral and written formats.
9. Work with others as both leader and follower.
10. Participate in group discussion.
11. Demonstrate creativity.

***These skills objectives remain constant for each of the four individual units.**

D. **Related Objectives**

With extension and/or enrichment, the student shall be able to:

1. Cite and evaluate examples of the influence of the Abenaki Indians' culture on today's society.
2. Discuss the adaptation of the Abenaki Indian to the influx of the Europeans.
3. Compare and contrast the role of the Abenaki Indian in the colonial culture in the 1600's and his/her role in today's culture.
4. Compare and contrast the Abenaki Indian tribe with other Indian tribes of the United States.
5. Demonstrate an understanding for the contemporary Indian.

II. INDIAN CIVILIZATION, VOCABULARY LIST

New, specialized vocabulary	Common, essential vocabulary
*Abenaki	owls
alewives	beans
*cyclical	beechnuts
*family band	birchbark
*Iroquois	butternuts
legend	cattail
*major band	chestnuts
*nuclear family	chokecherries
palisade	cranberries
pestle	elderberries
*shaman	hickory nuts
*watershed	natural resources
weirs	salmon
	shad
	sumac

III. INDIAN CIVILIZATION, CONTENT MATERIAL

A. Western Abenaki Indians in Vermont

Most Indian villages were located on canoeable streams near some major body of water. In Vermont, Indians are thought to have made villages near the mouths of Otter Creek, the Winooski River, the Lamoille River, and the Missisquoi River. Two villages in particular have been studied: one village called Winoskik (meaning At The Wild Onion Land), that name evolving into Winooski, and the other village called Mazipskoik (meaning At The Flint), that name evolving into Missisquoi. The riverside villages were often located on high bluffs overlooking the water, thus giving the Indians added protection. The village was usually situated on the east side of the stream as a barrier between themselves and their hated enemy the Iroquois. The eastern location also took full advantage of the westerly breezes to blow away summer insects.

Once a site was determined a palisade was erected. The Indians dug trenches in which they buried the ends of upright logs. Inside this border they erected rectangular-shaped homes with long, arched roofs and dome-shaped sweat lodges. Indian houses were from twenty to one hundred feet in length and from twenty to thirty feet in width. A hole in the roof allowed smoke to exit. The building material was bark, usually from the birch tree, which was stretched over a pole frame.

It can be assumed that the Indians made extensive use of resources provided by nature for their food supply. Wild game could be smoked or dried. Moose and deer were primary targets for hunting, supplemented by bear, beaver, mink, muskrat, otter, and porcupine. Edible wild plant foods such as sumac, raspberries, cranberries, blackberries, elderberries, blueberries, chokecherries, grapes, and nuts were important. Berries could be eaten fresh, stewed, baked in breads, or dried. Every part of the cattail plant was a source of food or fiber. Young cattail shoots in the spring could be eaten. The pollen could be dried to be made into flour. Parts of the plant could be boiled to be made into a syrup. Indians used the small flowers and seeds as food, used the down as swaddling for infants, and used the stems in making mats, darts, and knives!

The life of the Western Abenakis was cyclical, in correlation with the cycle of the seasons. A midwinter feast was held, usually in February, after which the main hunting season began. All Indians except the old or the ill left the village to go to upland hunting territories. The average Indian village of 500 probably had twenty-five hunting territories, each one approximately twenty miles square. The midpoint of each territorial area would be a tributary stream of some river (providing for transportation) from which a system of trails divided the territory into four quarters. One main trail would be associated with the stream and a second trail would run perpendicular to it, thus bisecting the main trail and creating land quarters. A certain family band was in control of each territory. Their system of hunting was to hunt only one quarter at a time. This prevented total extinction of game or total exhaustion of the land. The Western Abenakis

were in an area where the growing season was short, where devastating frosts could come in late spring and early fall, and where the harvest was often unpredictable. For this reason, these Indians were hunters and gatherers primarily with agriculture as a supplement. In contrast, Indians of southern New England were horticulturists primarily, with hunting and gathering as a supplement. While men were hunting, women did the cooking. Clothing and utensils were made from hides and furs, birchbark and spruce root. Porcupine quills, moosehair, and paint ornamented the handmade products.

When spring came, the Indians entered a second period of activity. Men turned their attention to catching birds and fish. Passenger pigeons as well as shad, salmon, and alewives were plentiful. Fishing weapons included three-pronged spears, nets, basket traps, and weirs. It has been mentioned that villages were located near streams. Many were situated near good fishing rapids. Meanwhile women and children were responsible for maple sugaring. The maple tree was tapped by cutting a slash and inserting a hollow elderberry twig. Sap was collected in birchbark pails and boiled in bark or pottery containers. Women and children also collected ground nuts and spring greens during the spring season. The spring cycle ended in late April or early May with crops being planted. (The weather determined the onset of planting.) Corn, beans, and squash were planted. Farming was women's work in Indian tribes. The only crop reserved for the men's attention was tobacco. This was planted in a separate garden and tended only by male members. Why? Tobacco was believed to have special powers to allow communication with spirit beings.

Crops having been planted, the third cycle was the summer season. Indians spent the summer in or near the main village. Some moved a short distance to camps or to the shores of nearby lakes or ponds in order to get better fishing and/or avoid the swarms of blackflies and mosquitoes. Handlines for fishing with hooks of bone, stone, or wood supplemented the use of spears and nets. The men hunted, fished, and travelled while the women tended gardens and gathered ripening berries and nuts. In late summer an important job of Indian women was to gather medicinal plants and dry them or grind them with a stone mortar and pestle for use when needed. The main harvest came in September and ended this third cyclical period. Women harvested the corn, beans, and squash. Ears of corn were hung to dry and then shelled. Foodstuffs were stored in mats, baskets, and bark-lined pits with capacities of four-five bushels. When the pits were empty, they served as garbage depositories.

The final season began after the harvest and saw the return of family groups to upland hunting territories to get an adequate supply of meat to last the upcoming winter. Meat was smoked and dried; skins were saved. Women took care of the cooking and made clothing items from skins and other materials. Hunting weapons included stout-handled spears and bows and arrows. Indian bows could be made of hickory, maple, or ash. They were strung with animal sinew. Arrows had stone or bone tips. To travel on snow, Indians made snowshoes and protected their feet with double moccasins worn over a foot wrapping of tanned skin or rabbit fur. A hunter built a toboggan to pull game or backpacked it in a skin bag. Hunting shelters were bark-covered lean-tos. To retain heat, the back was banked with snow, a log fire burned in the front, and fir boughs covered with bearskin lined the floor. As winter arrived and inclement weather set in, hunting ceased, Indians returned to the main villages, and the period of midwinter slack set in. This period would last, depending on the weather, until some point in late February when a midwinter feast would be held and the cycle of activity would start anew.

As most people know, Indians' main form of transportation was the birch bark canoe. Such a canoe took approximately three weeks to make and lasted ten years. First, a tree was cut and made to fall across two other logs. After he peeled off the bark, the Indian placed the bark on the ground and sewed to its edges rails of spruce or birch wood. Spruce root was commonly used as thread. He then shaped the bark by raising the sides and driving stakes into the ground around its outside to hold it in place. Cross pieces were sewn into place between the rails. The Indian coated the inside with pitch and lined it with thin strips of cedar. Any leaks were plugged with spruce gum. Last, the Indian fashioned paddles of maple or ash and found a long stick for poling.

Women had the tools of their trade as well, primarily those used to process hides. These included awls, needles, and scrapers made from stone, wood, and bone. Hollowed-out stumps were natural spots in which to grind corn with a pestle made of some hardwood. Cooking containers were made of birch bark, wood, or clay. A common way of cooking was to put hot stones in with the food.

For clothing, women in the summer wore a breechclout and belt with a knee-length shirt of buckskin. They wore their hair long and loose, held with a head-band, or in the form of two braids coiled on their heads. Men in the sumer wore simply a breechclout and belt. Winter wear would include skin leggings, a sleeve-less shirt of moosehide, and a sleeveless robe of beaver fur belted at the waist. If men's heads were not left bare, a cap made from moose shoulder hide or from the skin of a buck's head (complete with antlers) was worn.

Western Abenaki Indian children had a relatively easy childhood, not marked by elaborate ceremonial rites of maturity and adulthood as compared to some other cultures. Young girls at an early age began to learn the women's work. They probably started with such tasks as caring for babies, getting firewood, webbing snowshoes, decorating clothing, etc. At age five or six, boys began to practice hunting and archery. By the time he was twelve, a boy would accompany men into the woods to use these skills. Wrestling, running, and other physical skills were stressed as boys grew up. At the age of fourteen a boy became "of age" and was considered a warrior.

At death, the Indian's body was dressed in its best clothes, wrapped in bark, and tied with a cord. The corpse was given food to sustain it on its journey over the Milky Way and utensils it would need in the afterlife. The grave itself was covered with a tent-like structure of wooden slabs. At one end a wooden slab was placed in an upright position, and the mark of the deceased Indian was painted on the slab. For a chief's grave, tree seedlings were planted around the site.

The core of the Indian organizational pattern was the nuclear family consisting of the husband, wife, and their children. Several related nuclear families comprised a household. Each household had a single large house, and within that house each family had its own fire and own living space. When a man and woman married, they could choose to live in either parents' household. Choice was usually determined by which parent had the best resources. If one household was filled, the couple naturally went to live within the other one. (Two or more related households being full created the necessity for newlyweds to establish their own.) Each household was associated with a certain animal which became its symbol. Each family band controlled its own hunting territory.

Family bands of a particular area or particular watershed would loosely organize themselves into a tribe or a major band. Both terms are used. Because marriages normally took place between different family bands but within the same major band, all members of the major band were actually relatives of one another. Each family band had a governing council consisting of family elders and a war chief. Presiding over the council was a civil chief whose selection was based on personal prowess or prestige. This chief could not actually force an Indian to comply with his decision; the chief's only weapon was influence and persuasion. The chief presided over meetings of the council and was the group's representative at gatherings with other Indian bands. His power was more symbolic than actual.

The war chief, too, was selected on the basis of personal prowess. Following any declaration of war, he would ask for volunteers. Ten warriors and a leader constituted a war party. Weapons used in fighting included bows and arrows, spears, knives, clubs, and very importantly, magic. Related to the Indians' use of magic is their concept of self. Indians believed that each person was made up of two parts, the body and the "vital self". This self was able to disengage itself from the body and travel about. As long as the self returned to the body in a reasonable period of time, the person was in no danger. If the self got detained for some reason, the person became ill. If the self was unable to return, the person died. Highly respected individuals in the group were the shamans. Shamans, due to their greater powers, could foretell the future, locate game through divination, and cure illness. Each family band had its shaman.

Many Indian legends were built around the people's beliefs in sundry quasi-human supernatural beings residing in the forests, the water, and the air. One of these myths with a direct link to Vermont revolved around the spirit Odzihozo, "He Makes Himself from Something". He created himself out of dust but was unable to do it in an instantaneous process because he was not the real Creator. He managed only his head, body, and arms at first. Not waiting until his legs were grown, Odzihozo began his work of changing the shape of the earth. He piled dirt up to become mountains. After his legs finally grew, his task was easier. By simply extending his legs, he formed tributaries of the rivers he had earlier created. His last piece of work was Lake Champlain, and the legend says he was very pleased with this part of his creation. So pleased was he, in fact, that he climbed onto a rock in Burlington Bay and changed himself into stone so he could sit and enjoy his masterpiece for eternity. Abenakis passing by canoe always left offerings for Odzihozo of tobacco. Today on maps this rock is labelled Rock Dunder.

There were other interesting characters of Indian legend, such as the Swamp Spirit who tried to lure children into swamps by crying when a child was alone by a swamp, or the Manogemassak or "Little People" who lived in rivers and worked at night making round concretions, ones in Button Bay and in Lake Champlain being examples. When outsiders arrived, the Little People submerged in their stone canoes and disappeared. Abezan, "the Raccoon", was a trickster in their legends. Pmola was a flying creature who could be called upon for and by a hunter in distress. Many historians believe that the bird forms drawn in Indian art are depictions of this creature. The Forest Wanderer was a cannibal giant in Indian lore. An important factor in the regulation of Indian society was the intense belief in the shaman's power and in supernatural punishment. Respect for and fear of the supernatural did much to prevent disruption in the Indian society. The Indians had a well-regulated society, but it is the opinion of some that this society did not rely on formal laws and governmental regulation as much as it did on the spirit of cooperation and the belief in the supernatural.

IV. INDIAN CIVILIZATION, SUPPLEMENTAL MATERIAL

A. Report on Ancient Indian Civilization

It is estimated that Indians have inhabited North America for over 10,000 years. They probably came to North America by way of the Bering Strait, crossing from Siberia to Alaska. From there movement spread eastward and southward. Historians group Indians into four general time categories: Paleo, Archaic, Woodland, and Historic.

The Paleo Indians spanned 10,000 BC - 6,000 BC. They were nomadic hunters who followed herds of animals, primarily caribou, bison, moose, and elk. Temporary shelters were the extent of their housing, made from skin and saplings. Many Paleo Indians may have used caves. Simple stone tools sufficed. At this time in history, Vermont was covered with a huge ice mass. As this glacier slowly melted, water filled the area that is now Lake Champlain. At this earlier time, the water filled a much bigger area and joined the St. Lawrence Water System, causing ocean water to flow in and form the Champlain Sea. By 8,000 BC the land had risen to a height to close the Champlain Sea to the supply in the St. Lawrence Lake, causing fresh water to fill the area again and start the formation of Lake Champlain. Paleo Indians lived along the edge of the receding Champlain Sea. A site found in northern Vermont on the Missisquoi River indicates that Paleo Indians resided in the state during this time period and as long ago as 9,000 BC.

A new way of life emerged as the climate slowly warmed and animal and plant life adapted. The next time period spanned 6,000 BC - 1,000 BC and was peopled by the Archaic Indians. Some historians feel that Paleo Indians left Vermont and that after a period of many years Archaic Indians arrived. Archaic Indians may have come up the St. Lawrence River into the Lake Champlain region as well as travelling north from lower river valleys. The Archaic Indians were semi-nomadic and lived by hunting, fishing, and gathering wild plants. Their groups were larger than those of the Paleo Indians, numbering approximately one hundred. Each group had its own territory within which to travel. Their living structures were still caves or shelters of saplings covered with bark. They fashioned native copper, stone, and bone into projectile points and fish hooks. They made primitive tools for grinding, chopping, mashing, cracking, butchering, etc. It is assumed they made basic items such as clothing, bark containers, fishing nets, and soapstone bowls. The wild plants and nuts of the forests, fields, and marshlands were staples of their diet. There is evidence that the Archaic Indians traded with people in the Great Lakes area (mainly for copper) and utilized the ocean as a resource for shells. A late Archaic site has been discovered at Isle La Motte.

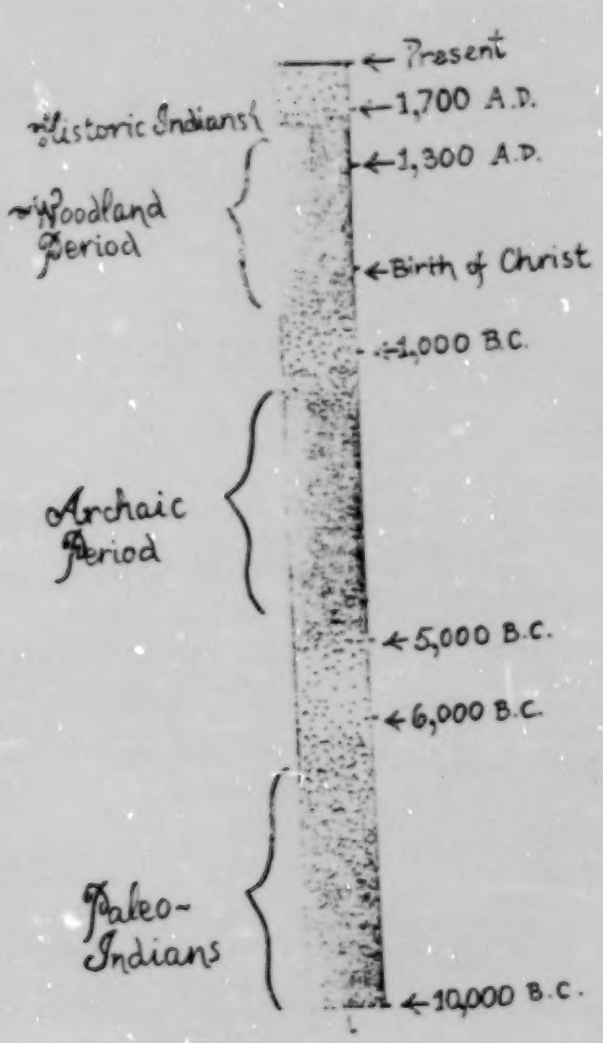
The third period spanned 1,000 BC - 1,300 A.D. and found two main changes with the Woodland Indians. First, these Indians made and used pottery from clay deposits, and secondly, they started some agriculture. Charred piles of corn, beans, and squash have been found as evidence of this. Smoking pipes also have been found which could indicate growing tobacco. Other modifications which came with this third group included an increase in fishing, a change from dugout to birch bark canoes, a move toward settlement in villages, and a new use of resources for adornment or for amusement instead of strictly for job use. The existence of Woodland Indian sites has been established in Swanton, Highgate, and Orwell.

The fourth period of Historic Indians started with 1,300 A.D. and covers

through recent times. All of Vermont except for the southwestern corner was inhabited by the Western Abenaki Indians, an Algonkin-speaking group. The dreaded enemy of this group was the Iroquois Indians who lived in the New York area. The people south of the Western Abenaki territory, including the southwest corner of Vermont from Otter Creek down, were Mahican Indians. These two groups of Indians were quite different. Because the Western Abenakis populated the majority of Vermont's area, the main section is a study of this Indian group.

B. **Time Chart on Prehistoric Northeastern U.S.A.**

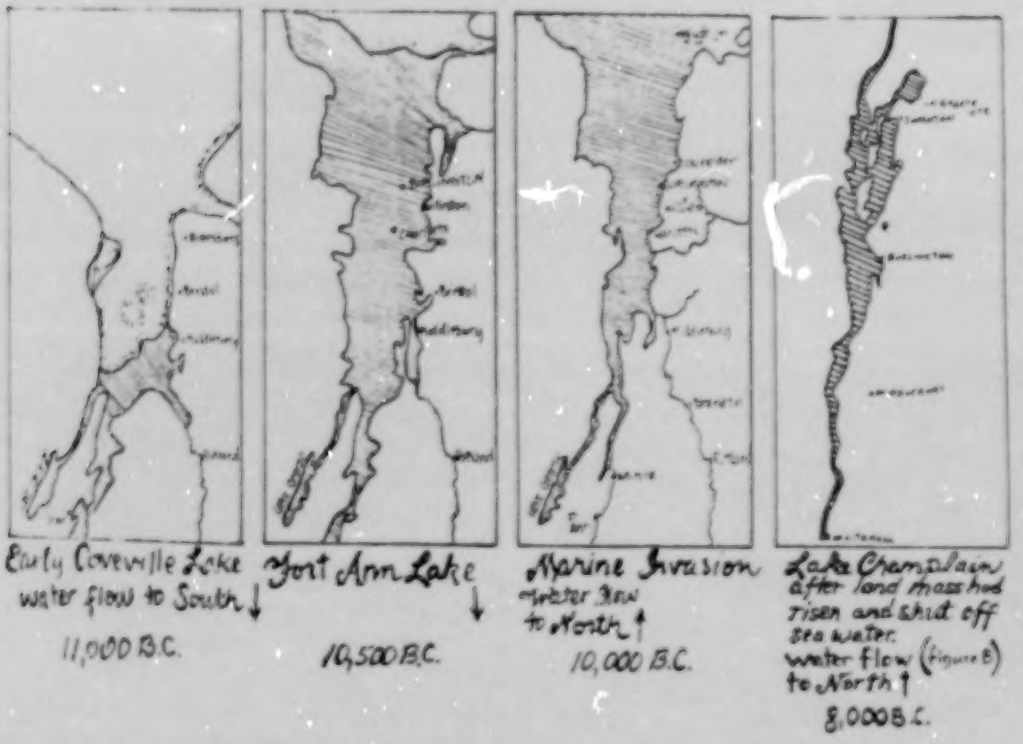
Reprinted from Vermont's Original Inhabitants, Vermont Historical Society, Montpelier, Vermont, 1978.



This figure shows the four groups of Indians in terms of their chronological development. The earliest Indians were the Paleo-Indians Group, thought to have been in existence as early as 10,000 B.C. The progression continues through the Historic Indians Group, the group having been in existence from 1,700 A.D. until the present time.

C. **Last Glacial Retreat from Lake Champlain**

Reprinted from Vermont's Original Inhabitants, Vermont Historical Society, Montpelier, Vermont, 1978.



This supplement shows what was happening during the late Pleistocene period when Vermont was covered with the huge Laurentian ice mass. As the weather grew warmer again, the ice began to melt. Grasslands and bushes grew right up to the edge of the glaciers, and in some areas forests began to grow. The weight of the ice was so great that the land had sunk many feet. At about 11,000 B.C. melting glacial water filled the area that is now Lake Champlain. The lake expanded until it was many times larger than it is today. It joined the St. Lawrence water system and ocean water poured into it. This inland sea has been named the Champlain Sea, By 8000 B.C. the land in northern Vermont had risen high enough to close the Champlain Sea, however, to the water in the St. Lawrence valley. Without the constant inflow of salt water the Champlain Sea quickly became a fresh water lake again.

D. **Activity - Pleistocene Mammals**

Reprinted from Vermont's Original Inhabitants, Vermont Historical Society, Montpelier, Vermont, 1978.

Some of the animal species that lived during the late Pleistocene are still in existence today. Many species became extinct when they could not adapt to the changing climate. Others made adaptive changes in size and shape and evolved into new species.

Below is a list of animals. Write the names of the animals on the blackboard and let the students guess which animals were alive in 10,000 B.C. in the Northeast.

1. Deer. Yes. By late Pleistocene times deer were living in the forested areas of the Northeast.
2. Bear. Yes.
3. Moose. Yes.
4. Elk. Yes.
5. Horse. No. Although there were a few horses in North America during Pleistocene times, there is no evidence that horses were in the Northeast during the late Pleistocene when it was inhabited by people. Horses became extinct on this continent during late Pleistocene times. (Indian horses of famed cowboy and Indian war days were brought by Spaniards in the 1500's.)
6. Cow. No. Cattle were imported by Europeans.
7. Dog. Yes. Dogs have been found associated with campsites 8000 years ago in Idaho and probably were present in northeast also during late Pleistocene times.
8. Dinosaur. No. The dinosaurs were extinct by the Pleistocene period.
9. Chicken. No. Chickens were imported by Europeans.
10. Bison. Yes. Large bison, bigger than buffalo, were hunted by Paleo-Indians.
11. Elephants. No, although giant mastodons roamed this continent during most of the Pleistocene and were present in small numbers in the Northeast until 7200 B.C.
12. Caribou. Yes. Caribou were a major food source.
13. Pig. No. Pigs were imported by the Spanish.
14. Beaver. Yes, although they were much larger than today.
15. Cat. No. The domestic house cat was brought to this country bythe Europeans.

E. Report on Indians After The Arrival of Europeans

As Europeans began to arrive in northeastern North America settlements grew at scattered points. 1608 saw a French settlement at Quebec. 1620 and 1628 saw British settlements at Plymouth and at Massachusetts Bay. The Dutch started Albany in 1624. No major settlement in the area which would become Vermont occurred until 1761, due to Indian war parties and French and English conflict up to that time. In 1761 settlers moved into the Vermont area, mostly from Connecticut and western Massachusetts. The infusion of Europeans brought about the beginning of the end for the Indian culture. One immediate consequence was the spread of disease among the Indians which their magic and herbal medicine could not cure. Epidemics in 1617, 1633, 1639, 1652, 1675, 1684, 1690, 1730 greatly reduced the number of Indians.

A second consequence was the establishment of the fur trade and an accompanying change in the set-up of Indian society. The Indians entered willingly into trading with the British and French for two reasons. First, wampum (strings of ground and drilled shell beads) was one item heavily used by Indians in tribute payments. The Sokoki and Mahican Indians in southwestern Vermont and southern New England were in a tributary relationship with the Iroquois Indians in New York so

they had a need for wampum periodically. They traded with the British for this wampum and for manufactured cloth and clothing. Secondly, to the Indians trade was a means of maintaining communication and resolving conflicts with other tribes. It seemed to them that this would hold true with the white newcomers as well. What actually occurred was a shift from subsistence to commercial activities in a society that heretofore had engaged in hunting and trading only for survival purposes. With all the fur-bearing animals being killed off, the demarcation of boundaries of the hunting territories became an issue, which it had never been. The decision of who could hunt where became less based on ancestral background, the need for furs placing limitations on a previously free situation. The chiefs' role had never been one of distinction or rank but in their new function as the major agents for trading they took on a new importance. The Indian society slowly changed from an egalitarian society to a hierarchial structure. The Indians became dependent on the British and French due to the fur trading, but the reverse was not true. By 1655 the fur trade had exhausted itself and the Indians had gotten themselves into a debt situation with the Europeans. The natives had something the Europeans were very willing to accept as payment - land. In the ensuing land struggle came fighting and death for both sides but more so for the Indians.

The Abenaki Indians in Vermont were thus engaged first in conflict with the enemy Iroquois and secondly with the Europeans. Abenaki-Iroquoian warfare waged from 1570 until 1669 and intensified because of competition for the fur trade. Final defeat of the Sokoki Indians came in 1669, during which time (1650-1670) the British were settling the thirteen colonies. The Sokokis, tired from war with the Iroquois and weakened by epidemics, distrusted the incoming British but avoided outright war until 1675. Then started a series of Abenaki-British wars.

The British and French each handled the Indians differently. The British viewpoint antagonized the Indians much more so than did the French approach. The French placed a great deal more importance on the missionaries' role in converting the natives to Catholicism than did the British. The British did not bother to learn the native Indian dialect; the French did. The British had a very strict, Puritanical approach; the French demanded less of the Indians for conversion. The British imposed a prohibition on certain trading with or lending guns to the Indians. On the contrary, the French provided the Indians with muskets and gave them military protection against their Iroquois enemies. This was the background for development of the Indian hatred of the "British Menace" capitalized on and used by the French to their advantage in their own struggle with the British for control of the new continent.

The first Abenaki-British war lasted from 1675-1676. The Indians stopped the British advance in the Connecticut Valley and forced evacuation of all British settlements in Maine. Many Abenakis were dispersed from their original homeland and fled for refuge.

The second war, called King Williams War, broke out as a result of English-French rivalry for the new land. In 1687 trouble broke out between the French and Iroquois. The Abenakis as allies of the French were drawn into the conflict. Vermont land region was to become a buffer zone between the French and English in their contest for the continent, and the Abenakis took their part in resuming raids on New England frontier settlements. Before this second confrontation ended in 1697, Northfield had to be abandoned, and British settlements in Maine were evacuated a second time.

The third war spanned 1702-1713 and was called Queen Anne's War. Abenakis were again drawn into a conflict primarily staged between England and France. Maine was wiped out a third time. The Deerfield Raid in 1704 was part of the Indians' raid down the Connecticut Valley. Retreating movement of Abenaki refuges continued.

The next episode was a local affair. In Vermont the skirmish is called Dummer's War; Maine sources term it Lovewell's War; many historians feel it should have been name Grey Lock's War. Grey Lock, an Abenaki leader, directed his first raid on Northfield and Rutland, Massachusetts in August, 1723. Massachusetts erected Fort Dummer in 1724 as protection against further incidents. In June, 1724, Grey Lock struck again and raided the remainder of the summer through the Massachusetts area. When winter arrived, he and his warriors returned to their Missisquoi village. In March, 1725, Grey Lock resumed his raids, and Massachusetts launched an offensive. Both sides stayed active all summer, keeping the Connecticut Valley settlements in turmoil. Grey Lock was finally persuaded to return to his Missisquoi village, and a peace treaty was signed which lasted for eighteen years. During these eighteen years the British advanced northward in the Connecticut Valley, settling on much land hurriedly left by fleeing Sokoki refuges sickened by war.

This increase of British settlement so close to lower Canada alarmed the French who were already concerned about their western Abenaki allies who seemed to be succumbing to British influence. So the 1730's found establishment of French settlements at Chimney Point and Alburg and erection of Fort St. Frederick. The French from these points could better control Abenaki-British trade and protect their claims in lower Canada.

Erupting in 1744 was the fifth Abenaki-British war, King George's War. With the exception of Fort Dummer, the British were driven out of what is now southeastern Vermont but was then Massachusetts. After the end of the war in 1748, the British revived their settlements. This evacuation and later reoccupation was a pattern occurring in each episode.

The final Abenaki-Indian confrontation was the French and Indian War from 1754-1761. As with every other war, the Missisquoi Indian settlement was temporarily abandoned in favor of settlements less well known to the British, and Abenakis resumed their raids on British villages in the Connecticut valley. The French and Indian War was fought between the French and English; Indians were involved as allies of either side. In 1755, the French lost on Lake George, and the war crept closer to the Lake Champlain region. In preparation, the French erected Fort Carillon at Ticonderoga. During this time Robert Rogers and his rangers staged their famous raid on Abenakis living at Odanak. 1759 saw the fall of Quebec, and the following year France lost Montreal as well. The war came to an end and France lost its claim to the new continent in the peace treaty of 1763.

With French and English fighting finally ended, the Indians returned to their traditional villages. Also, white settlers (mostly from other colonies) began to move into what is now Vermont, encroaching on Indian land as they came. The Abenakis tried to protect themselves by negotiating land leases with the British designed to ensure Indians long-term control and by formally appealing to British authorities. Both techniques were unsuccessful, and the Abenakis eventually lost both their rights and their land. Ethan Allen and his followers in Vermont were concerned about their own land rights, especially around Lake Champlain, and tried to get rid of the Indians by portraying them as wanderers who did not effectively

occupy the land and as a result had no legal claim to it. Many Indians from Missisquoi left under all the pressure to live at Odanak. Descendants of Missisquoi refugees are the dominant element there today. Some Abenakis chose to adopt European customs and appearances rather than leave their homeland. Until 1800, many Indians still lived in Vermont. Following that date, there was a marked decrease. Figures as of 1980 estimate 2000 Abenakis are presently living in Vermont. The largest communities are in the Swanton-Highgate area. Others exist in St. Johnsbury, Orleans, Waterville, Hyde Park, and Eden. The largest band in Vermont today is the St. Francis-Sokoki Band primarily in Swanton.

F. Activity - Indian Place Names

Reprinted from Vermont's Original Inhabitants, Vermont Historical Society, Montpelier, Vermont, 1978.

The following Indian place names were compiled from colonial documents, missionaries notes, maps, town histories, textbooks, novels, old letters, diaries, legends and folk tales. See if students can match the Indian names with the present names of the locations.

1. Bellows Falls
2. Brandon
3. Burlington
4. Cabot (Molly's Pond)
5. Fair Haven
6. Grand Isle
7. Lake Memphremagog
8. Owl's Head Mountain
9. Mt. Mansfield
10. Winooski River

A. Kodakwadjo, the cloud hidden mountain
B. Cocksackie, snake place
C. Man-low-baug-og, the place of a very extensive lake
D. Mis-ta-sen-nee, huge rock; the large boulder at Lone Rock Point
E. Kitchee Ponteguh, the great rapids
F. Mali bowk, (Mali is Abenaki for many)
G. Walowadjo, Owl's Mountain
H. Neshobe, place very full of water
I. Keechee Manan, the big island
J. Winoski-tuk, onion land river

Answers:

1-E
2-H
3-D
4-F
5-B
6-I
7-C
8-G
9-A
10-J

25

V. INDIAN CIVILIZATION, SUGGESTED ACTIVITIES

A. Question Worksheet

1. At what sites were the two major Indian settlements in Vermont located?

2. What conditions did Abenakis consider most strongly when deciding where to settle?

3. In what ways did Abenakis utilize natural resources in their food supply?

4. In what ways did Abenakis utilize natural resources as tools and weapons?

5. What were the primary activities for both men and women in the Abenaki tribe during the spring?

6. What were the primary activities for both men and women in the Abenaki tribe during the summer?

7. What were the primary activities for both men and women in the Abenaki tribe during the fall?

8. What were the primary activities for both men and women in the Abenaki tribe during the winter?

9. How were the Abenaki hunting territories set up?

10. What were the steps in building a birchbark canoe?

11. Of what did a nuclear family consist?

12. How was a family band formed?

13. What was the role of the Abenaki chief? How was he selected?

14. What was the importance of the shaman?

Question Worksheet, Answers

1. The two major settlements were at the mouths of the Winooski and Missisquoi River.

2. Abenakis settled on canoeable streams near a major body of water. They chose high bluffs, often on the eastern side of the stream.

3. Abenakis hunted wild game. Edible wild plant foods, including berries and nuts, were important. The cattail plant was used extensively.

4. The birchbark tree was the source for the canoe. Utensils were made from bone, wood, stone, or clay. Handlines for fishing were fashioned from vines or roots. Spears and nets were made from available material. Cooking containers were of birchbark, wood, or pottery. Indian bows could be of hickory, maple, or ash and were strung with sinew. Arrows had stone or bone tips. Women's awls, needles, and scrapers came from stone, wood, or bone.

5. The spring season was the time of the hunting season. This started following the midwinter feast, usually held in February. Men went hunting, and women did the cooking. When true spring-like weather came, the men turned their attention to catching birds and fish. Women and children were responsible for maple sugaring. They also collected ground nuts and spring greens. The spring cycle ended in late April or early May with crops being planted.

6. Indians spent the summer in or near the main village. The men hunted, fished, and travelled while the women tended gardens and gathered ripening berries and nuts. In late summer Indian women gathered and prepared medicinal plants. The main harvest came in September and ended the summer period. Women harvested the corn, beans, and squash; shelled dried ears of corn; stored foodstuffs for winter.

7. The fall season began after the harvest. Family groups went to hunting territories to get meat for the winter. Men hunted with spears and bows and arrows. They used snowshoes to travel on snow. Women took care of the cooking and made clothing items. When inclement weather set in, Indians ceased hunting, returned to the main village, and settled in for the period of midwinter slack. This period would last until the midwinter feast in February.

8. The winter was a period of inactivity as compared to the other seasons. Answers here will vary.

9. Each hunting territory was approximately twenty miles square. The midpoint would be a tributary stream of some river from which a system of trails divided the territory into four quarters. One main trail would be associated with the stream, and a second trail would run perpendicular to it, thus bisecting the main trail and creating land quarters. A certain family band was in control of each territory. Their system of hunting was to hunt only one quarter at a time.

10. First, a tree was cut and made to fall across two other logs. After peeling off the bark, the Indian sewed rails of wood to the bark. He then shaped the bark by raising the sides and driving stakes in around it to hold it in place. He sewed cross pieces on, coated the inside with pitch, lined it with thin cedar strips, and plugged any leaks. Last, paddles were made.

11. A nuclear family consisted of the husband, wife, and their children.

12. Two or more related households formed a family band. (A household consisted of several related nuclear families.)

13. The Abenakis chief's power lay in his ability to persuade and influence rather than in authority. He presided over meetings of the council and was the group's representative at gatherings with other Indian bands. He was selected on the basis of personal prowess or prestige.

14. Shamans could foretell the future, locate game through divination, and cure illness. Shamans were highly respected individuals.

B. **Activities Outline Referenced to Public School Approval Standards**

Use of small and large group discussion

The following questions can serve as topics for discussion.

1. What conditions of the natural world molded the Indians' way of life? Consider ranking these in order of influence.

2. How would the Abenakis' views toward people today be similar to or different from their views in the 1600's?

3. What role did authority play in the Indian way of life?

4. How strong or important was family unity in Indian culture? tribal unity?

5. What does the hierarchy of Indian organization indicate about their way of life?

6. In what ways was the Indian culture simpler than the European's culture? In what ways was it more complex?

Use of simulation

The following situations could serve as ideas.

1. Pretend you are an Indian meeting a white man for the first time. What would you think and how would you respond?

2. Pretend you are a member of an Indian tribe looking for a place to make your village. What would your search be like?

3. Pretend you are an Indian child. How would you handle problems or unhappiness? Are there ways that are like those of a white child? ways that are different?

4. Pretend you are an Abenaki Indian today asked about your heritage. In what ways would you consider yourself similar to your ancestors? different from your ancestors?

5. Pretend you are an Abenaki Indian from the 1600's who has returned to earth in the current time. What would your reactions be?

Role playing

The following are suggestions for role plays.

1. Role play the part of an Abenaki Indian male during a typical day in one or more of the cyclical periods.

2. Role play the part of an Abenaki Indian female during a typical day in one or more of the cyclical periods.

3. Role play an experienced hunter from the Abenaki tribe.

4. Role play two or more Indian children during free time.

5. Role play a war council. Show accurately the position of the chief.

Use of media

The topics listed below could be expressed any of the following media:

Art medium: posters, drawings, exhibits

Oral medium: skits, oral presentations, discussions, debates

Written medium: poems, narratives, reports, advertisements, newspaper articles, plays, stories, descriptions, diaries, letters

This list is by no means definitive. Individual teachers should use it as a springboard for their own ideas and program.

1. Indian activity during spring.
2. Indian activity during winter.
3. The Indian village.
4. Indian relics in an archaeological site.
5. Importance of water to the Indian.
6. The legend of Odzihozo.
7. Indians as gatherers.
8. Indians as hunters.
9. Indians as farmers.
10. The family band.

Questioning

Research opportunities can be drawn from several of the sections.

Independent Study

Ideas for independent study are suggested in the Skills Contract in this unit. The Skills Contract begins on the next page.

Dear Parents:

In Social Studies class we have been studying Vermont's Indian civilization. The students are now ready to do some projects. Project work is quite important at this grade level, and for that reason I like to communicate with you about what your child is doing.

Attached are lists of projects from which students may choose. The projects are divided into different sections: written activities, drawing projects, and projects to make. In each section it is indicated how many the students have to complete.

We have been discussing Vermont's Indian civilization extensively in class, so students should know much of the information from work in the classroom. I encourage students to use encyclopedias, books on Vermont, or any other appropriate materials. An important part of project work is learning to use reference sources.

Please discuss with your child which projects he/she intends to do. Then please help him/her fill out the Project Contract attached. In this way you and your child will both know what he/she is doing, and you can lend your assistance! Some time will be provided in the classroom to work on their own in order to have projects ready on time. Please help your child to plan ahead.

Please sign the contract form and have your child return it to me. (You might like to make a copy of it to keep.) All projects will be graded on accuracy, neatness, organization, and imagination. If you have any questions, please feel free to get in touch with me.

Again, I invite you to stop in our classroom anytime.

Sincerely,

Indian Civilization - Projects

Write it! Select ____ of these to complete.

1. Write a short skit (at least three minutes long) about Indian life.
2. Pretend you are an archaeologist at the Missisquoi site. Describe your feelings.
3. Interview a person with Indian ancestry. Prepare ten questions about the role of Indians in Vermont history. Record the questions and their answers.
4. Decide whether you would choose to live in the Indian culture or the culture you now live in. Support your answer with at least nine good reasons.
5. Write a report on "The Indians as Farmers".
6. First list twelve modern inventions people use frequently. Describe for each what the Indians used instead.
7. Select four common foods in the Indians' diet. For each, write a set of directions on how to prepare and/or cook each.
8. Write a speech that an Indian chief might have given just before hunters left for the main hunting season (in the spring).
9. Write an original legend about Odzihozo.

Draw it! Select ___ of these to complete.

1. Draw a poster showing the extensive usage of natural resources by the Indians.
2. Find a book of Indian legends to read. Draw a picturebook based on the legends.
3. Draw a mural comparing Indian men's work with Indian women's work.
4. Draw a picture of what an Indian village would look like.
5. Draw a picture of the Indians doing maple sugaring. Then draw a picture of a modern sugarmaking operation.
6. Draw a mural showing the different activities of each of the four seasons.

Indian Civilization - Projects

Make it! Select ____ of these to complete.

1. Make a wigwam from twigs, bark, and roots.
2. Make a replica of a birchbark canoe.
3. Make a soap carving of an Indian.
4. Make a pottery bowl resembling one which an Indian might have made. Use the coil method, and make the bowl from clay or play dough.
5. Make an exhibit showing likenesses and differences between the Abenaki Indians and the Iroquois Indians. You will need to research the Iroquois Indians.
6. The Fish and Game Department publishes each year a booklet called "Digest of Fish & Game Laws". Make a booklet on fish and game habits and regulations which would have been appropriate for Indian times.
7. Make an exhibit to show that the Abenaki Indians were hunters and gatherers primarily with agriculture as a supplement.
8. Make an Indian garment or a pair of moccasins.
9. Make a collection of tools Indian women used.

Project Contract

Complete this contract. Sign it. Return it to the teacher.

Student's Name: _____

I have decided to do the following projects.
(Please write the numbers of the projects you choose.)

I. Write it! These projects will be due on
Project Numbers: _____

II. Draw it! These projects will be due on
Project Numbers: _____

III. Make it! These projects will be due on
Project Numbers: _____

Student's Signature: _____
Parent's Signature: _____

VI. INDIAN CIVILIZATION, TEST

I. Support each of the following statements with four or more details. Write your answer in paragraph form.

1. Natural sources of food were an important part of the Indians' diet.

2. The Indians had a system to prevent exhaustion of wild game and to control the use of land for hunting.

3. Indian women played an important part in the survival of the tribe.

4. Tools and weapons were relatively simple and utilized natural resources.

5. The hierarchy of Indian organization progressed from nuclear family to tribe with four stages in total.

6. The position of Indian chief was more symbolic than authoritarian.

7. The Indian's belief in the supernatural played an important role in their lifestyle.

II. The life of the western Abenakis was cyclical, in correlation with the cycle of the seasons. Decide whether that is true of your lifestyle today. State your opinion and support it with five or more examples.

III. The life of the western Abenakis was cyclical, in correlation with the cycle of the seasons. Select two of the four seasonal periods, and give an accurate, thorough description of the Indians' activities during each.

IV. Read each statement. Write True if it is a true statement; write False if it is not a true statement. Write your answer on the line.

_____ 1. Indian villages in Vermont were primarily located near the mouths of the Missisquoi River and the Connecticut River.

_____ 2. The Abenaki Indians and the Iroquois Indians were hated ememies.

_____ 3. The Abenakis lived in rectangular-shaped homes and in dome-shaped sweat lodges.

_____ 4. An important building material was bark.

_____ 5. The main hunting season was during the summer when the weather was pleasant.

_____ 6. The Abenaki Indians were primarily hunters and gatherers.

_____ 7. An important job of the men was tending the gardens of corn, beans, and squash.

_____ 8. Medicinal plants were gathered and dried.

_____ 9. Cooking containers were made out of bark, wood, or clay.

_____ 10. Western Abenaki Indian children had to pass several ceremonial tests of maturity before being considered an adult.

_____ 11. The core of the Indian tribe was the extended family.

_____ 12. Several related families lived within one household.

_____ 13. A family band consisted of all the male members of the family.

_____ 14. Each family band controlled its own hunting territory.

_____ 15. The civil chief was to be feared because of his complete power over the tribe.

_____ 16. The Abenakis mainly built their villages near a good-sized forest.

_____ 17. Animal skins were important for clothing.

Test, Indian Civilization, Answers

I. Appropriate facts for each item are listed. Other related facts may be accepted under teacher judgment.

1. Moose, deeer, and other wild animals were hunted. Edible wild plants, berries, and nuts were gathered. The cattail had multiple uses. Fish and fowl were caught. Maple sugaring was done.

2. Each family band had its own territory, which was divided into four quarters, the midpoint being a tributary stream of some river. Only one quarter was hunted at a time.

3. Indian women did the cooking; made clothing and utensils; were responsible for maple sugaring; planted and harvested crops; gathered wild plants, berries, and nuts; dried medicinal plants.

4. Fishing weapons included three pronged spears, nets, basket traps, and weirs. The spout for sugaring was a hollow elderberry twig. Containers were made of bark, wood, or clay. Fishing hooks, awls, needles, and scrapers were of stone, wood, or bone. Hollowed out stumps made mortars, and pestles were made of some hardwood.

5. First was the nuclear family consisting of the husband, wife, and children. Several related nuclear families formed a household. Two or more households formed a family band. Family bands of a particular area were loosely organized into a tribe.

6. The chief could not force an Indian to comply with his decision. His power came from influence and persuasion. Magic was an important element. He was selected on the basis of personal prowess.

7. Magic was respected and feared. Shamans were important members of each family band. The Indians had a belief that each person was made up of two parts, the body and vital self. Many legends were built around the supernatural beings believed to be living in the forests, the water, and the air.

II. Answers will vary.

III. Answers will vary.

IV.

1. False	6. True	11. False	16. False
2. True	7. False	12. True	17. True
3. True	8. True	13. False	
4. True	9. True	14. True	
5. False	10. False	15. False	

UNIT OUTLINE, VERMONT GEOGRAPHY AND ECONOMICS

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I. GEOGRAPHY AND ECONOMICS, CONCEPTS AND OBJECTIVES

A. Key Concepts

1. Vermont is divided into four geographical regions, each possessing unique geographical features.
2. Vermont's four geographical regions are economically affected by their geographical features.
3. Population and industrial growth vary in each of the four geographical regions.

B. Content Objectives

At the end of this unit, the student shall be able to:

1. List, spell correctly, and locate on a map the four major mountain ranges.
2. List in order of height, spell correctly, and locate on a map the five highest peaks in the Green Ranges.
3. List, spell correctly, and locate on a map the principal peaks in the Granitic and Taconic Ranges.
4. List, spell correctly, and locate on a map Vermont's principal lakes.
5. List, spell correctly, and locate on a map the four groups of rivers in Vermont.
6. List, spell correctly, and locate on a map the fourteen counties of Vermont.
7. List, spell correctly, and locate on a map the shire town of each of the fourteen counties.
8. List, describe, and locate on a map Vermont's four geographical regions.
9. Compare and contrast Vermont's four geographical regions.
10. Give Vermont's boundaries on the east, the west, the north, and the south.
11. Give the length of Lake Champlain.
12. Give the length of the Connecticut River.
13. List Vermont's primary agricultural products.
14. List Vermont's primary manufactured products.
15. List Vermont's primary mining products.
16. List Vermont's primary forestry products.
17. Discuss what Vermont's economy may be like in the future.

C. **Skills Objectives***

At the end of this unit and after completion of the Skills Contract, the student shall show improvement in his/her ability to:

1. Use reference sources, i.e.: community resources, encyclopedias, almanacs, atlases, magazines, newspapers, interviews, charts and tables, audiovisual materials, etc.
2. Interpret data.
3. Translate data into various mediums.
4. Predict and/or hypothesize outcomes.
5. Evaluate data.
6. Compare and contrast two or more given specifics.
7. Apply problem solving and critical thinking skills to social issues.
8. Communicate findings clearly in oral and written formats.
9. Work with others as both leader and follower.
10. Participate in group discussion.
11. Demonstrate creativity.

***These skills objectives remain constant for each of the four individual units.**

D. **Related Objectives**

With extension and/or enrichment, the student shall be able to:

1. Discuss how mountains affect a state's growth and development.
2. Relate major geographical formations of Vermont to the chronological order of geologic development world-wide.
3. Describe Vermont's role in interstate trading.
4. Compare and contrast Vermont's economic output and status with that of other New England states.
5. Predict how Vermont's economy may change both favorably and unfavorably over the next fifty years.
6. Describe in detail the student's county of residence in terms of its geography and economy.

7. Describe in detail the geographical features of his/her area of residence.

8. List, spell correctly, and locate on a map secondary mountain peaks, lakes, and rivers located in his/her area of residence.

9. List specialized products of his/her area of residence.

II. GEOGRAPHY AND ECONOMICS, VOCABULARY LIST

New, specialized vocabulary	Common, essential vocabulary
*county	agriculture
*geographic (geography)	asbestos
growing season	boundary
*Granitic Mountains	Canada
*Green Mountains	foliage
Piedmont	forestry
*Red Sandrock Mountains	glacier
shire town	granite
*Taconic Mountains	manufactured
	marble
	Massachusetts
	mouth
	New Hampshire
	New York
	peak
	rank
	source
	talc
	tourism
	tributary
	valley

III. Geography and Economics, Content Material

A. Mountains

There are four mountain ranges in Vermont: the Green Mountains, the Granitic Mountains, the Taconic Moutains, and the Red Sandrock Range. Of the four, the Green Mountain Range is the largest and the most well known. These mountains run from north to south through the length of the entire state, measuring 157 miles in length. Vermont is the only state east of the Rockies covered with a mountain range from one end to the other. The Green Mountains are well-known to skiers who are a part of Vermont's winter tourist industry. There are also state parks, hiking tails, and camping areas used by summer tourists. The five highest peaks in this range include (from north to south): Jay Peak near Montgomery at 3,861 feet; Mount Mansfield in the Underhill area at 4,393 feet; Camel's Hump near Huntington at 4,083 feet; Lincoln Peak near Warren at 3,975 feet; and Killington Peak near Rutland at 4,3235 feet. The tops of these mountains is the divide of the state.

Most rivers on the western side flow into Lake Champlain, and most of those on the eastern side flow into the Connecticut River. There are, of course, some exceptions, such as a few in the north which empty into Lake Memphremagog and a few in the south which flow into the Hudson River.

The Green Mountains are underlain by granite, but all mountains to the west of them are worn down from limestone beds deposited in an ancient sea.

In the southwestern corner of the state are the Taconic Mountains. This range starts in Rutland County around the towns of Pawlet and Danby and continues southward to the border. The two highest peaks here are Big Equinox near Manchester Center at 3,816 feet and Dorset Peak near Danby at 3,804 feet. To the north of the Taconic Mountains there are a series of hills known as the Red Sandrock Range. These mountains are considerably lower than the other ranges; the highest of these hills is Snake Mountain near Addison at 1,287 feet.

The Granitic Range is east of the Green Mountains. It begins way up in the topmost northeastern corner of the state and runs down the eastern side about as far as Springfield, ending with Ascutney Mountain, 3,144 feet. Its highest peaks include (from north to south): Gore Mountain above Island Pond at 3,330 feet; Bald Mountain across from Barton at 3,315 feet; East Mountain near East Haven at 3,420 feet; Signal Mountain near Barre at 3,348 feet. The Granitic Range, as mentioned, runs down eastern Vermont, extends west as far as Barton in Orleans County, Danville in Caledonia County, Plainfield in Washington County, Strafford in Orange County, and narrows in to end with The Green Mounains, running through the middle of the state, almost meeting the Granitic Mountains at some of its widest points. Between the Granitic and Green Mountain Ranges lies a valley, quite narrow at some points. This valley, called the Central Valley, extends from the Canadian line of the Black River, southeast of Killington Peak. The area between the Lamoille and Winooski Rivers is the widest part.

A long valley lies on the eastern side of the state along the Connecticut River, and another valley extends on the western side along Lake Champlain. In these two valley areas is located the best farmland.

B. **Rivers**

The rivers of Vermont can be divided into four groups: the tributaries of the Connecticut River; those of Lake Memphremagog; those of Lake Champlain; and those of the Hudson River.

The Connecticut River which forms Vermont's eastern boundary is its longest river at 407 miles long. The Connecticut River starts in New Hampshire's Connecticut Lake and empties into Long Island Sound. The tributaries of the Connecticut River include: the Nulhegan, Passumpsic, Wells, Waits, White, Ompompanoosuc, Quechee, Black, Williams, Saxtons, and West Rivers.

Lake Memphremagog has three tributaries: the Barton, Black, and Clyde Rivers. Lake Champlain's main tributaries are: the Missisquoi, Lamoille, Winooski, Otter Creek, and Poultney Rivers. Otter Creek is ninety-one miles long which makes it the longest river lying totally within the state. There are two rivers in southwestern Vermont which empty into the Hudson River. They are the Hoosic and Battenkill Rivers.

C. **Lakes**

The largest body of water in Vermont is Lake Champlain, discovered in 1609 by Samuel de Champlain, the Frenchman who gave the lake its name. Lake Champlain forms much of Vermont's western boundary, starting at the northwestern border. Lake Champlain measures 118 miles long from its northern end at Missisquoi Bay in Canada to its southern tip at Whitehall, New York. Its greatest width is twelve miles at a pont just north of Burlington opposite Malletts Bay. It covers an area of 436 square miles. The area known as the Champlain Valley includes most of Vermont's busiest cities/towns and most of Vermont's best farmland. The islands in Lake Champlain (Alburg, Isle La Motte, South Alburg, North Hero, Grand Isle, and South Hero) are in its northern section. These islands and the surrounding lake waters form Grand Isle County, a county about thirty miles long and eight miles wide with quiet bays, rocky points, sandy beaches, and rich farmland. St. Albans Bay, Malletts Bay, and Shelburne Bay are found along the shoreline. It should be remembered what an important part Lake Champlain played in Vermont's history.

Lake Memphremagog is another well-known lake in Vermont. Located on the northern border, Vermont shares this lake with Canada. The town of Newport is located on this lake. Lake Memphremagog is about thirty miles long, with only about one-third of this in Vermont. The western shore has a topography of hills and mountains while the eastern shore is much more level.

Throughout the entire state there are scattered several lakes, many of them left by glaciers. The northeastern corner of Vermont known as the Northeast Kingdom is a more isolated area than the rest of the state and has countless lakes, ponds, and streams dotting the land.

The well-known or important lakes in Vermont include: Seymour Lake near Morgan in Orleans County; Lake Willoughby near Barton in Orleans County; Crystal Lake near Barton in Orleans County; Caspian Lake near Greensboro in Orleans County; Lake Carmi near Franklin in Franklin County; Lake Dunmore near Salisbury in Addison County; Lake Bomoseen near Bomoseen in Rutland County; Lake Morey and Lake Fairlee near Fairlee in Orange County; Lake St. Catherine near Poultney in Rutland County.

D. **Geographical Regions**

For the purpose of study, Vermont can be divided geographically into four regions: southwestern Vermont; the Champlain Valley; the Northeast Kingdom; and the Connecticut River Valley.

Southwestern Vermont, geographically, is a narrow tier of towns approximately thirty-five miles long. The Green Mountains rise to the east. The Taconoc Range of mountains is in this geographic region. There is a narrow north - south valley lying between these two mountain ranges with some good farmland. Many of the major towns are located on rivers cutting their way through the Taconic Range. The town of Pownal on the Hoosic River has one wide and fertile valley which is warmer than the surrounding area (because of shelter from northern winds and because of steep rock sides to catch the sun) and which thus has become an important farming area. Arlington, on the other hand, located on the Battenkill River is quite steep, with West Mountain, Red Mountain, and Mount Equinox claiming much of the town's area. Some of the more important towns are: Arlington, Bennington, Dorset, Manchester, Pownal, and Shaftsbury. Southwestern Vermont is actually the county of Bennington.

Historically, the county of Bennington began as a township created by Governor of New Hampshire Benning Wentworth. To make money,he sold grants of 360 acres each to friends, relatives, and political acquaintances. Most of these people had acquired the land for speculation and in turn sold it to young men from Massachusetts and Connecticut. The history section of this information package explains the territorial title dispute between New York and New Hampshire with the subsequent involvement of the Green Mountain Boys. There were no settlers until 1761, the end of the French and Indian War. During that first summer an early settler was Samuel Robinson who quickly became a leader. By 1765, houses, barns, a meeting house, and a school had been erected. The villages of Pownal, Shaftsbury, Arlington, Sunderland, Manchester, Danby, and Dorset were settled in the 1760's and saw growth after the Revolutionary War. Remember Baker, a Green Mountain Boy, built Arlington's first mill.

The Champlain Valley is of course dominated by Lake Champlain with the Green Mountains visible to the east. The Red Sandrock Range, a collection of red and rock hills, occupies the northern share of Lake Champlain's eastern shore. The Champlain Valley is the area of the most fertile farmland, with less snow and a longer growing season than other parts of Vermont. Herds of dairy cattle have now replaced flocks of Merino sheep raised by earlier Vermonters. Rich topsoil was deposited centuries ago by the glaciers which covered the region. The mountains and hills of the Champlain Valley, on the other hand, are ill suited for agriculture and make their contribution in their marble and granite quarries. The counties of Franklin, Chittenden, Lamoille, Washington, Addison, and Rutland along with the island county of Grand Isle comprise this region. Major towns in this region are (by county): Enosburg, Fairfax, Georgia, Richford, St. Albans, and Swanton in Franklin County; Bolton, Burlington, Charlotte, Colchester, Essex, Hinesburg, Richmond, Shelburne, Underhill, Williston, and Winooski in Chittenden County; Cambridge, Johnson, Stowe and Wolcott in Lamoille County; Barre, Cabot, Duxbury, Middlesex, Montpelier, Northfield, Plainfield, Waitsfield, Warren, Waterbury, and Worcester in Washington County; Cornwall, Salisbury, and Vergennes in Addison County; Castleton, Clarendon, Danby, Fair Haven, Hubbardton, Pawlet, Poultney, Proctor, and Rutland in Rutland County; Alburg, Grand Isle, Isle la Motte, North Hero, and South Hero in Grand Isle County.

Historically, most of the towns were chartered during 1761-1763. Settlement often came at a later date. In 1761 the towns of Middlebury, New Haven, Salisbury, Shoreham, and Orwell were chartered. Salisbury boasts of the famous Ann Story, the wife of Amos Story, who bravely held off an Indian attack after her husband was killed by a falling tree. A story of settlers in New Haven is very typical of Vermont's conflict during the land title dispute with New York. Griswold and others had settled on the same area given to Reid and some of his followers, who arrived and drove out Griswold. The Green Mountain Boys appeared on behalf of Griswold, destroyed Reid's gristmill, and drove out his group. Reid returned to expel Griswold again and repair his mill. The Green Mountain Boys came again, burned crops, and threw the millstones over the falls. It definitely took determination to be one of these early settlers!

In 1762, the towns of Charlotte and Ferrisburg (granted to several people with the name of Ferris) were chartered. 1763 saw several charters to Swanton, Shelburne, Colchester (which was started by that famous Onion River Land Company controlled by the Allens), Burlington, Hinesburg, Jericho, Williston (whose early settler Thomas Chittenden from Connecticut became Vermont's first governor), Milton, St. Albans, Georgia, and Highgate.

The Northeast Kingdom is an entirely different region. It is hilly and stony, has thin poor soil, suffers a short growing season, and is more sparsely populated than other areas. Hunting, fishing, and lumbering are more practical than farming. There are more forested areas and scattered lakes and ponds than in the other geographical areas. Lake Memphremagog is on the northern boundary of this region. Winters are long and hard. Towns are apt to be farther apart and smaller. The Granitic Mountain Range extends along the eastern edge. The Northeast Kingdom includes the counties of Essex, Orleans, and Caledonia. Essex County has the villages of Bloomfield, Canaan, Guildhall, and Island Pond. Orleans County includes Barton, Craftsbury, Jay, Newport, Orleans, and Troy. Located in Caledonia County are Groton, Hardwick, Lyndon, St. Johnsbury, and Wheelock.

Historically, as with the other areas of Vermont, this northern region wedged between Vermont's Green Mountains and New Hampshire's White Mountains was not safe for settlers until 1761. By 1775 there were only two small clusters of settlement in all of the Northeast Kingdom, the Lower Coos and the Upper Coos. The lives of these settlers were rough indeed owing to their isolation. The Bayley-Hazen Military Road, completed in 1779 for Americans' use during the Revolutionary War, became the settlers' main road into north central Vermont after the close of the war. This road started at Peacham and went throught Cabot, Walden, Hardwick, Greensborough, Craftsbury, and Albany to end at Lowell. In 1780 Vermont began to sell off the wilderness in the Northeast Kingdom as a means of making money. Ira Allen bought and named what we now know as Irasburg. St. Johnsbury was purchased by a Dr. Jonathan Arnold of Rhode Island. The first setlement in present Orleans County was at Craftsbury in 1789 by Colonel Ebenezer Crafts who, with a crew of men, built an eighteen-mile road, cleared land, built a house and sawmill to which he later added a gristmill, and stayed to become the leader of a flourishing village. Fur traders started Derby around 1795 to take advantage of the Indian trade at Lake Memphremagog. Settlement continued into the 1800's.

The fourth geographical region is the Connecticut River Valley. This valley, split in the middle by the Connecticut River, is in both Vermont and New Hampshire. Three counties are included in this region - Orange, Windsor, and Windham. The towns of Chelsea, Fairlee, Randoph, Strafford and Williamstown are located in Orange County. Found in Windsor County are Bethel, Ludlow, Royalton,

Springfield, Windsor, and Woodstock. Windham County includes Brattleboro, Dummerston, Jamaica, Londonderry, Marlboro, Newfanem, Rockingham, Townshend, and Wilmington.

Historically, the Indians were the first to enjoy and use the Connecticut River. With the coming of white people, the valley became the scene of bloodshed and fortification. Massachusetts, in 1724, guarded its boundary line by erecting Fort Dummer, now the site of Brattleboro. Other forts followed, including Fort Number Four in Charlestown. With peace in 1761 came pioneers, clearing and settling southernmost areas first. By 1765 several settlers were living in Putney, Halifax, Westminster, and Rockingham. By 1770 settlers had pushed into Windsor, Hartland, Hartford, and Norwich. The Connecticut Valley with its fertile meadows, countless waterfalls, and abundant wildlife became a busy place and prospered in the 1770's and 1780's. Most of these settlers came from Massachusetts and Connecticut and later became plunged into the turbulence of Vermont's bid for independence, as covered in the history section.

E. General Information and Division by Counties

Vermont is one of six New England states and is located in the northeastern corner of the United States. It is bounded on the east by New Hampshire, on the south by Massachusetts, on the west by New York, and on the north by Canada. Two of these boundaries are naturally formed by water. The Connecticut River forms Vermont's eastern boundary, and Lake Champlain forms much of the western boundary. Vermont measures approximately ninety miles across the northern boundary and thirty miles across the southern boundary. The length of the state is 157 miles. The area of Vermont is 9,609 square miles making it the forty-third state in rank with all fifty of the United States. This means that Vermont, comparatively speaking, is a small state. The only seven states smaller than Vermont are New Hampshire, Massachusetts, Connecticut, New Jersey, Delaware, Rhode Island, and Hawaii. Population, comparatively speaking, is also low. The 1980 figure for population was 511,456 putting Vermont forty-eighth in rank. Nevada and Wyoming are the two states with fewer people than Vermont. Vermont's capitol is Montpelier, and its largest city is Burlington.

Altitude in Vermont ranges from 4393 feet (the height of Mount Mansfield) to ninety-five feet (the lowest point in Champlain). The average elevation is 1000 feet. Two thirds of Vermont is forested. Vermont has what is considered moderate temperatures. The highest temperature on record was recorded at Bloomfield. Precipitation averages forty-five inches in the southeastern section and thirty-eight inches elsewhere. Average snowfall is less predictable. It has been estimated at fifty-five to sixty-five inches in the western section and in some parts of the Connecticut River Valley but varies considerably elsewhere, ranging up to 120 inches in the Northeast Kingdom.

Vermont's forests are chiefly comprised of maples, birches, and beeches. Spruce and fir, in addition, are common in the Green Mountains. A variety of grasses (130 species) and flowers grow in Vermont. The chief large animals are the white tailed deer and black bear. Other animals abound, including rabbits, woodchucks, waterfowl, muskrats, skunks, minks, racoons, beavers, and various smaller ground animals.

Vermont's nickname, the Green Mountain State, is quite appropriate. The state song is "Hail, Vermont!", and the state motto is Freedom and Unity.

There are fourteen counties in Vermont. Each county has a shire town where the county courthouse and jail are located. Following is a listing of the counties (in alphabetical order) and their shire towns.

Counties	Shire Towns
Addision	Middlebury
Bennington	Manchester and Bennington
Caledonia	St. Johnsbury
Chittenden	Burlington
Essex	Guildhall
Franklin	St. Albans
Grand Isle	North Hero
Lamoille	Hyde Park
Orange	Chelsea
Orleans	Newport
Rutland	Rutland
Washington	Montpelier
Windham	Newfane
Windsor	Woodstock

F. Collection of Maps

Eleven maps are provided to be used as a supplement to this information package. A list of these with a brief explanation might be of help.

Map 1 labels the fourteen counties of Vermont.

Map 2 shows the four geographical regions and shows which counties are located in each.

Map 3 shows the physiographic regions, chiefly mountains and valleys.

Map 4 shows the mean growing season in different sections.

Map 5 shows the mean July temperature in different sections.

Map 6 shows the mean January temperature in different sections.

Map 7 shows the agricultural regions.

Map 8 shows the population by county, using 1980 population figures.

Map 9 locates major mountain peaks.

Map 10 locates major lakes.

Map 11 labels the counties and the shire town of each.

G. Economy

1. Manufactured products: non-electrical machinery; tools; wood products; printed/published items; paper; stone; clay, and glass products.

2. Agricultural products (in order of importance): milk and milk products, especially cheese; cattle; eggs; apples; hay; potatoes; honey, and maple syrup.

3. Mining products: granite and marble; sand and gravel; lime; clays; asbestos; talc; soapstone.

4. Forestry products: lumber; related products already named; Christmas trees.

5. Tourism industry: camping sites and scenic sports for summer; fall foliage in autumn; ski centers for winter.

MANUFACTURING PLANTS IN VERMONT

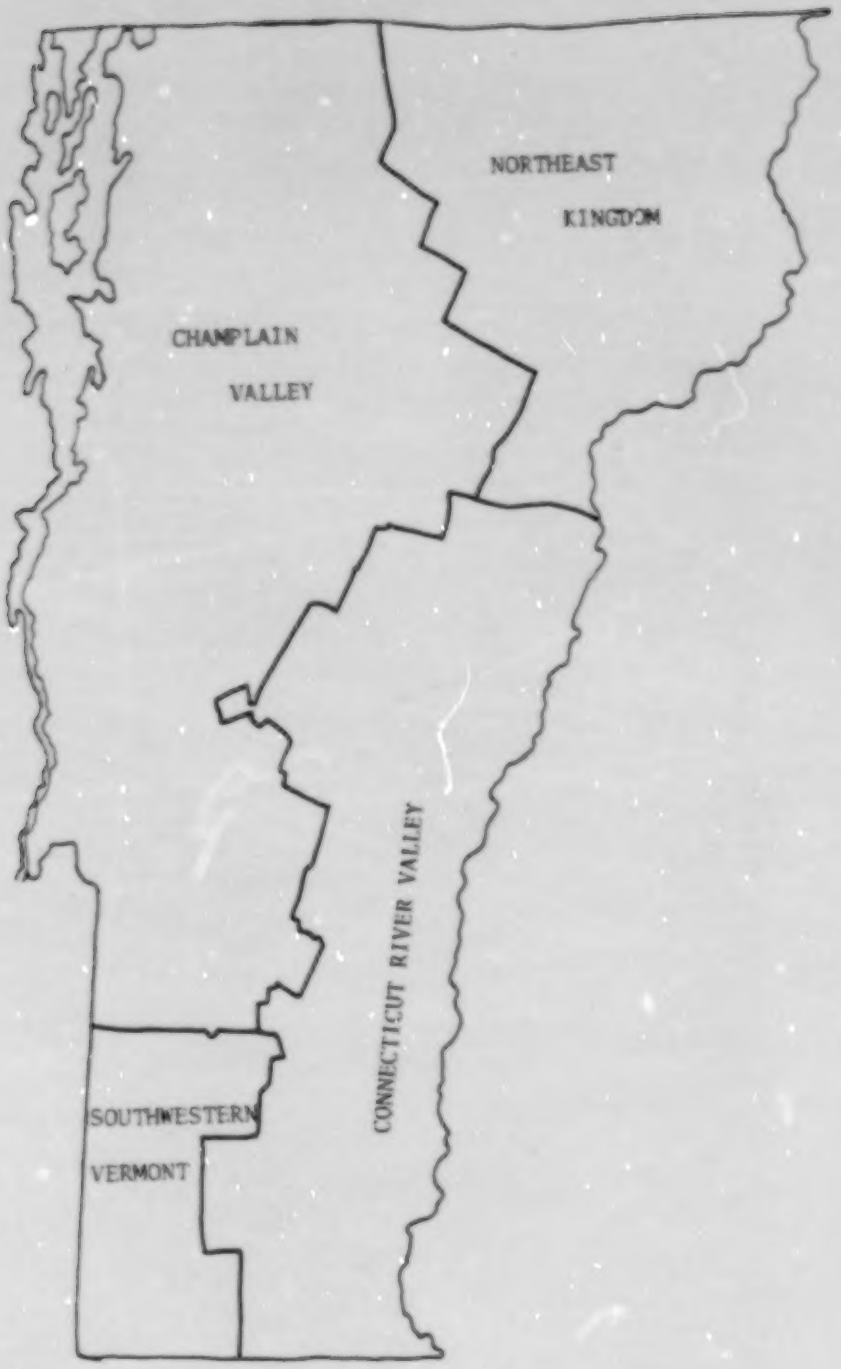
Source: Vermont Almanac and Government Guide, 1983
Published by Vermont Republicans
Statistics provided by Vermont Department of Employment and Training

Type of Plant	Number of Plants	Percentage of Total
Apparel	44	4
Chemical	24	2
Electrical equipment	43	4
Fabricated metal products	51	4
Food products	90	8
Furniture and fixtures	38	3
Instruments	21	2
Leather	9	1
Lumber, wood products	312	26
Miscellaneous	53	4
Non-electrical machinery	91	8
Paper	27	2
Petroleum products	1	0
Primary metals	12	1
Printing	172	15
Rubber and plastics	27	2
Stone, clay and glass	135	11
Textile mill products	20	2
Transportation	15	1

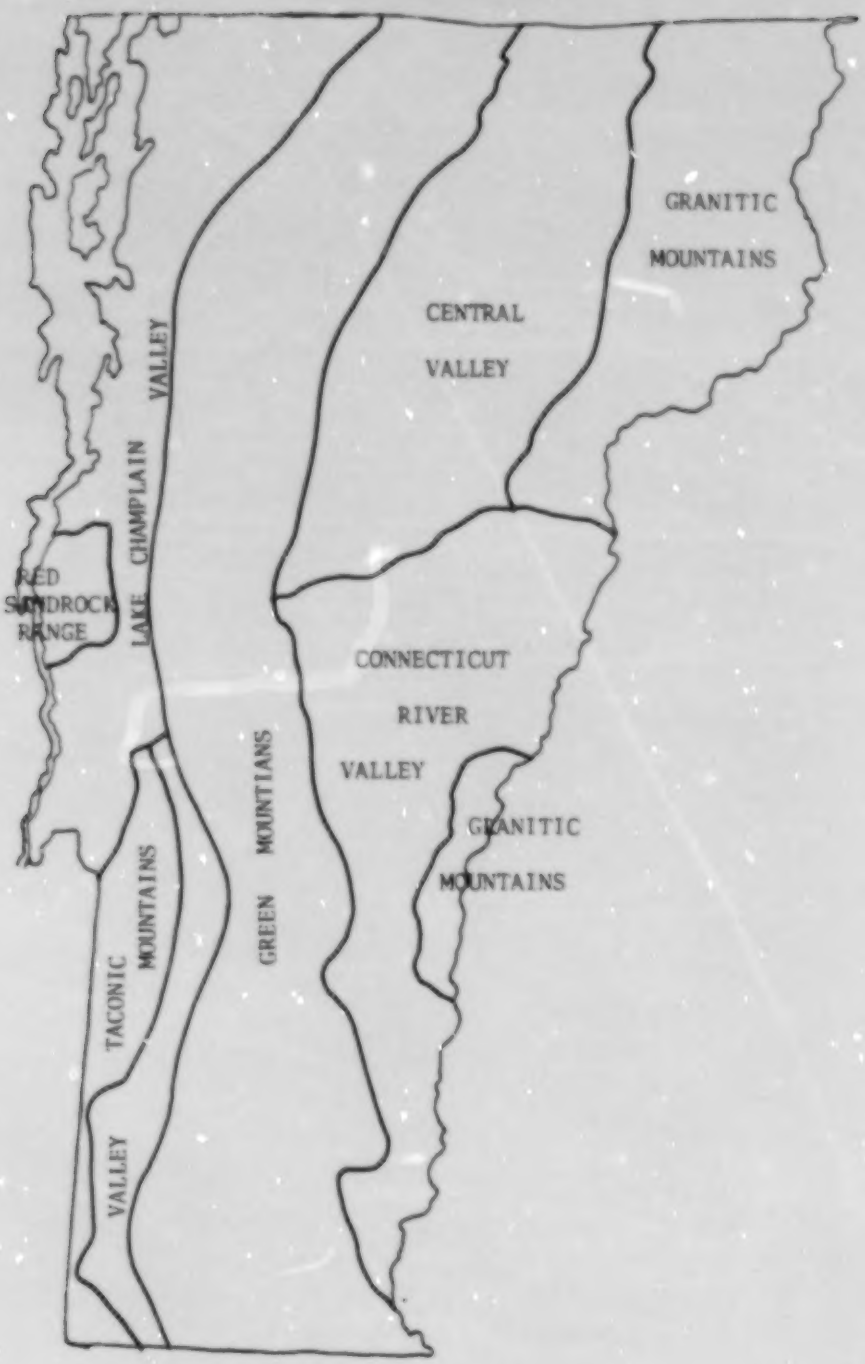
COUNTIES

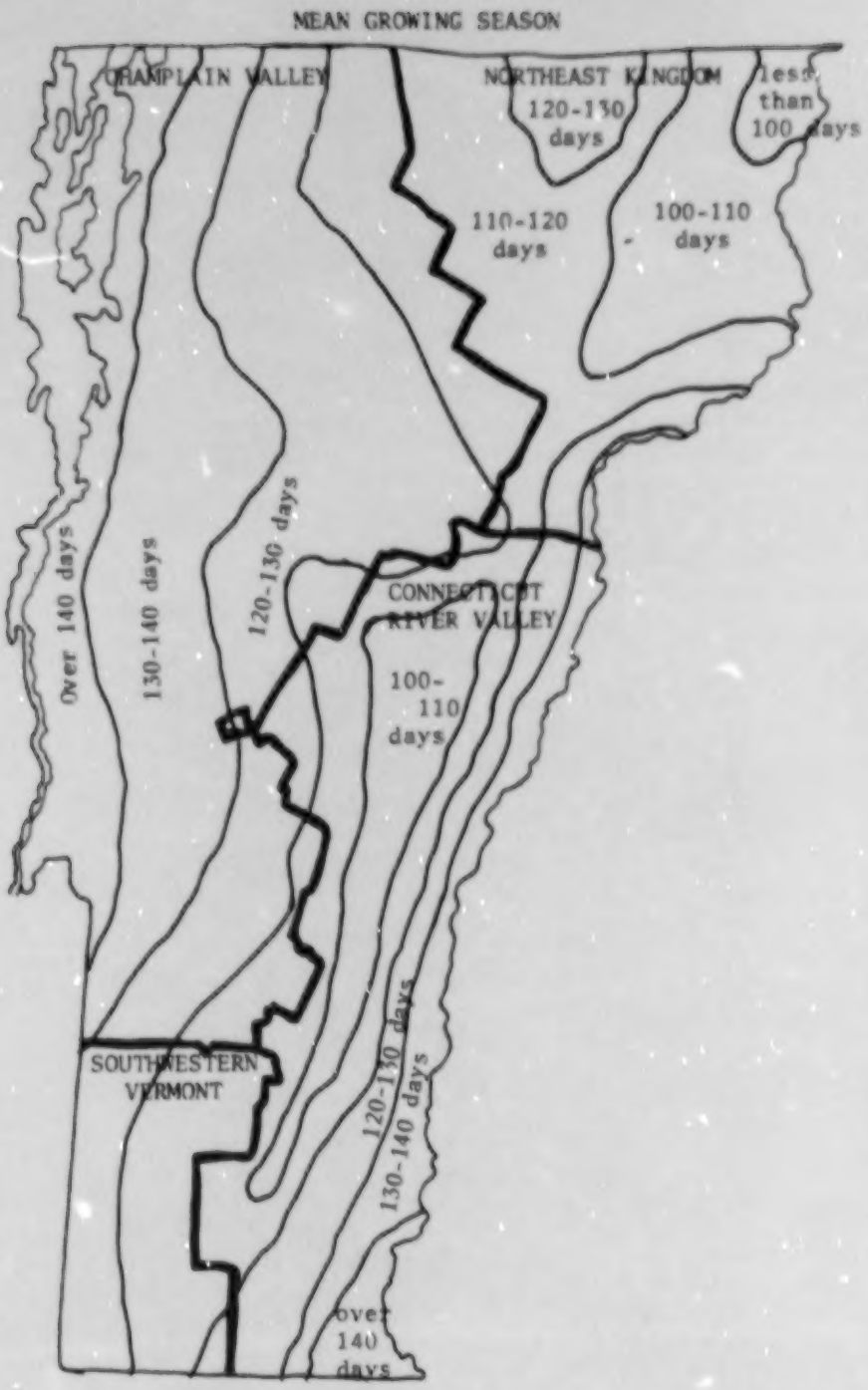
FRANKLIN
ORLEANS
ESSEX
GRAND ISLE
LAMOILLE
CHITTENDEN
CALEDONIA
WASHINGTON
ADDISON
ORANGE
RUTLAND
WINDSOR
BENNINGTON
WINDHAM

GEOGRAPHICAL REGIONS

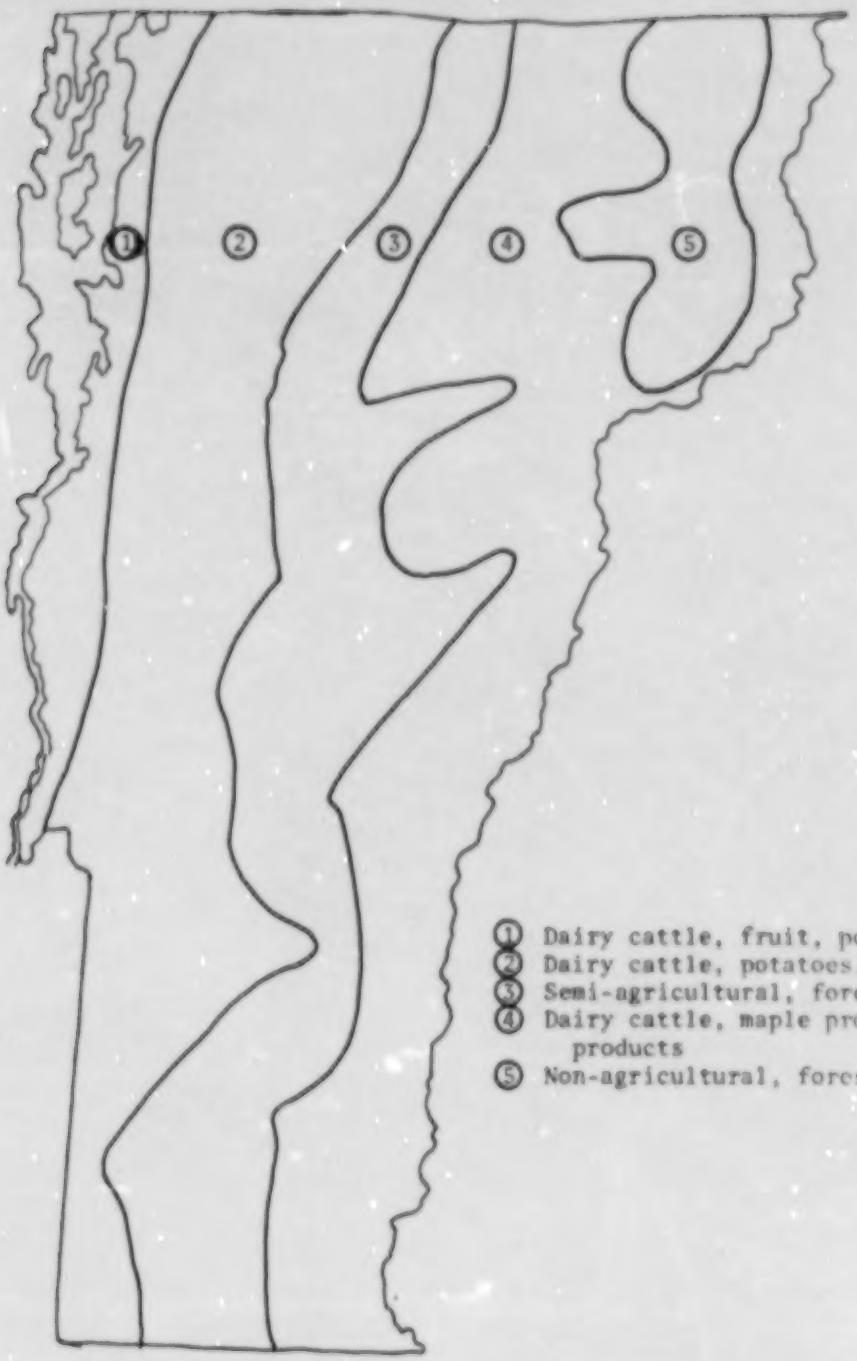


PHYSIOGRAPHIC REGIONS



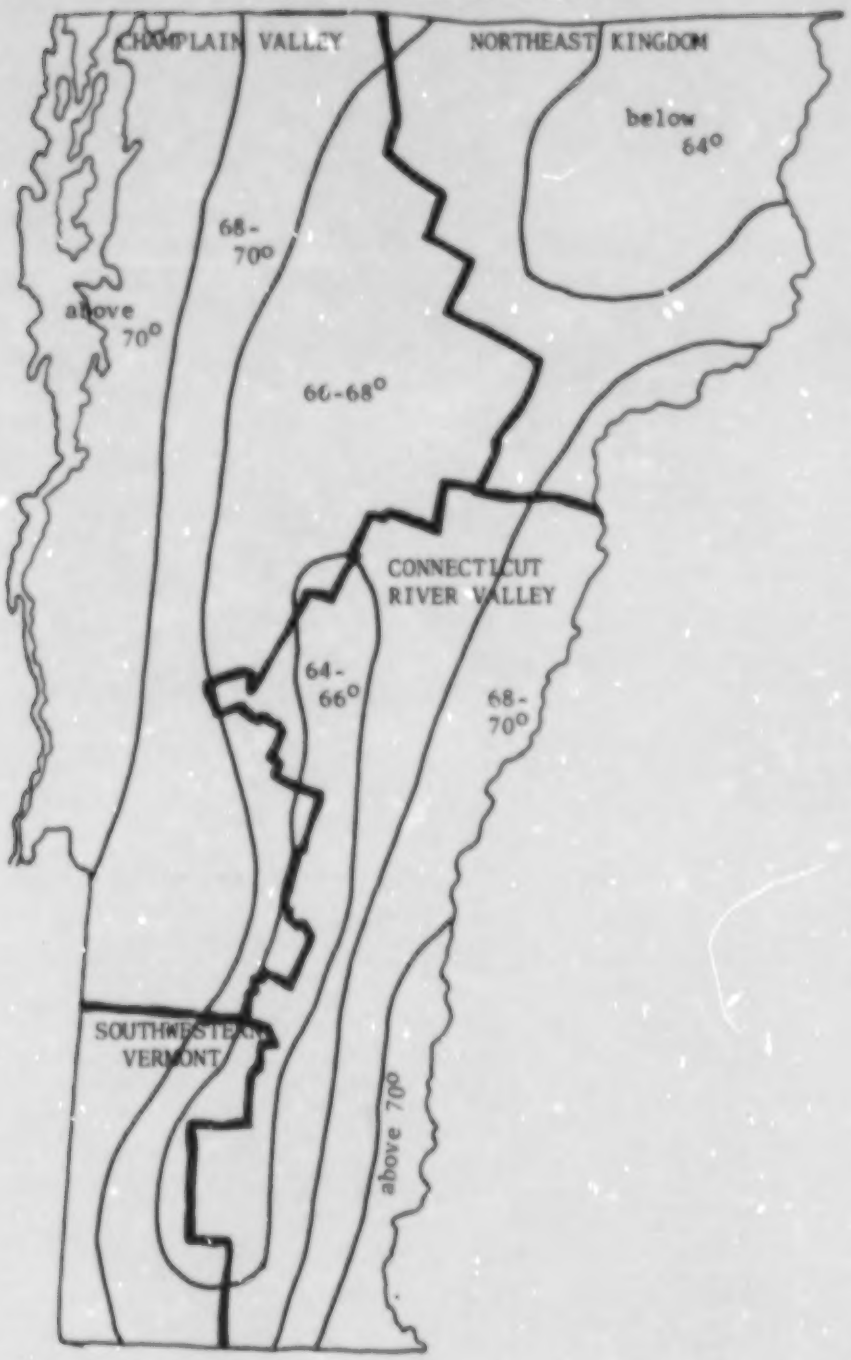

MEAN GROWING SEASON
CHAMPLAIN VALLEY
NORTHEAST KINGDOM
120-130 days
less than 100 days
110-120 days
100-110 days
Over 140 days
130-140 days
120-130 days
CONNECTICUT RIVER VALLEY
100-110 days
SOUTHWESTERN VERMONT
120-130 days
130-140 days
over 140 days

AGRICULTURAL REGIONS

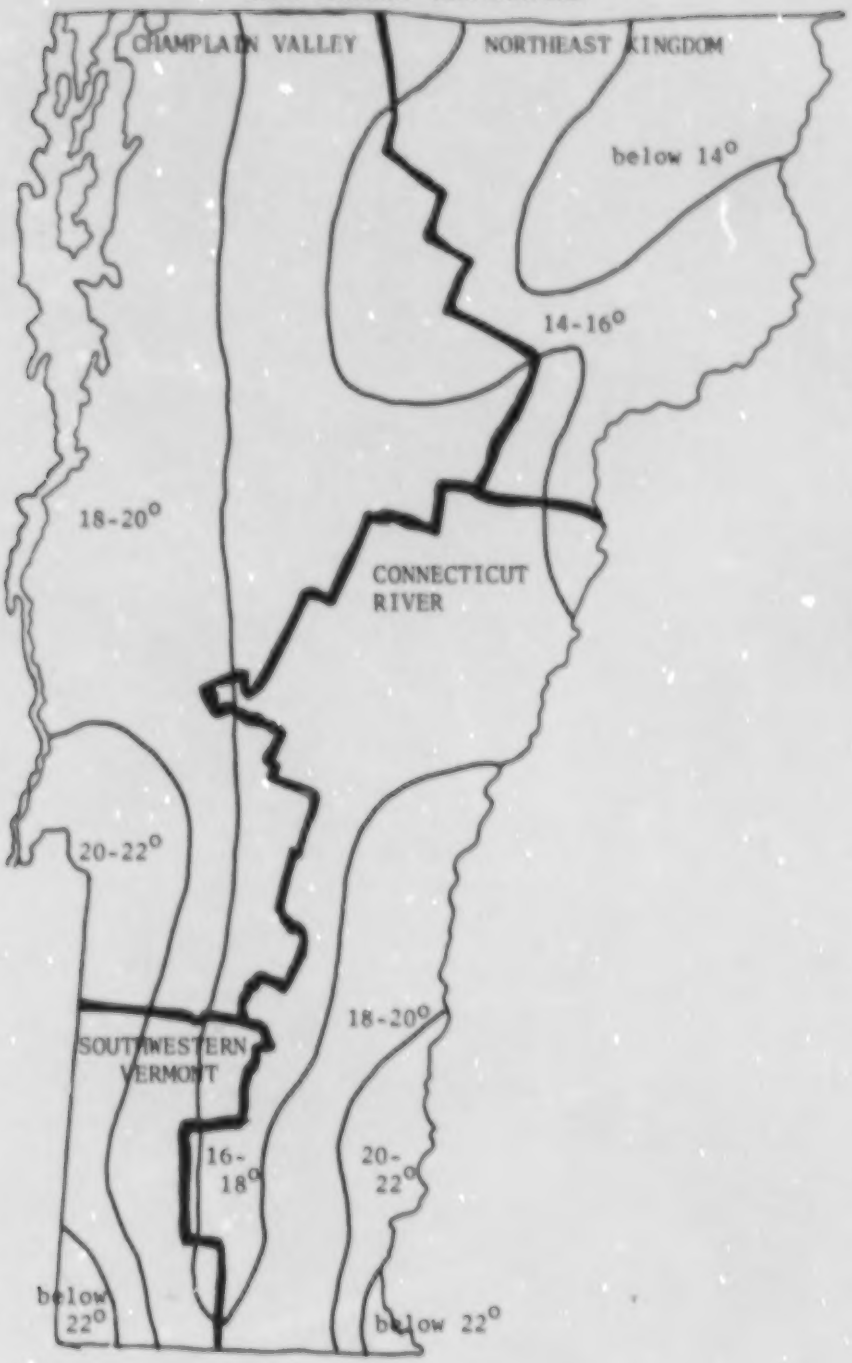


1. Dairy cattle, fruit, potatoes
2. Dairy cattle, potatoes, maple products
3. Semi-agricultural, forest products
4. Dairy cattle, maple products, forest products
5. Non-agricultural, forestry

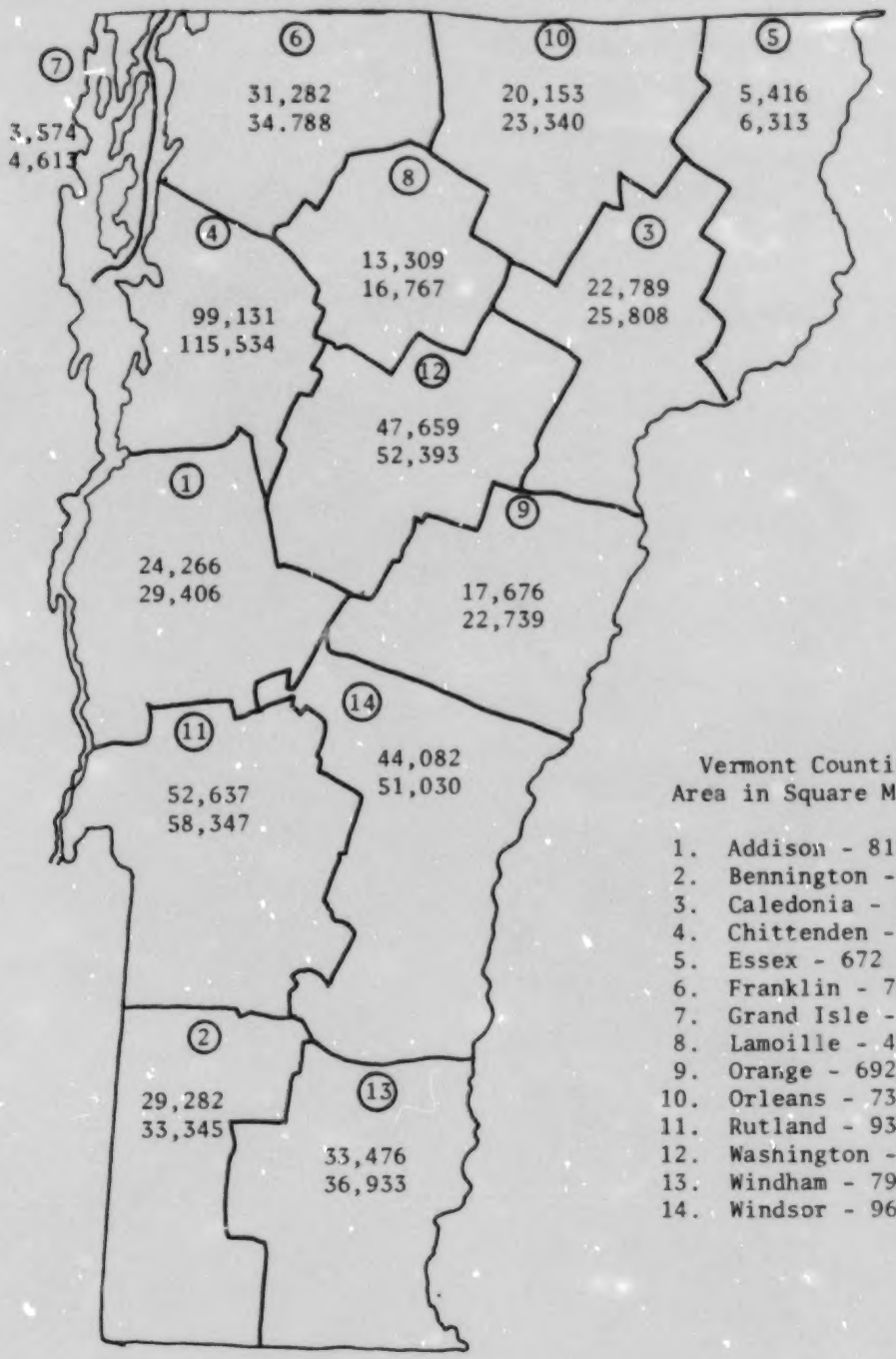
MEAN JULY TEMPERATURE



MEAN JANUARY TEMPERATURE



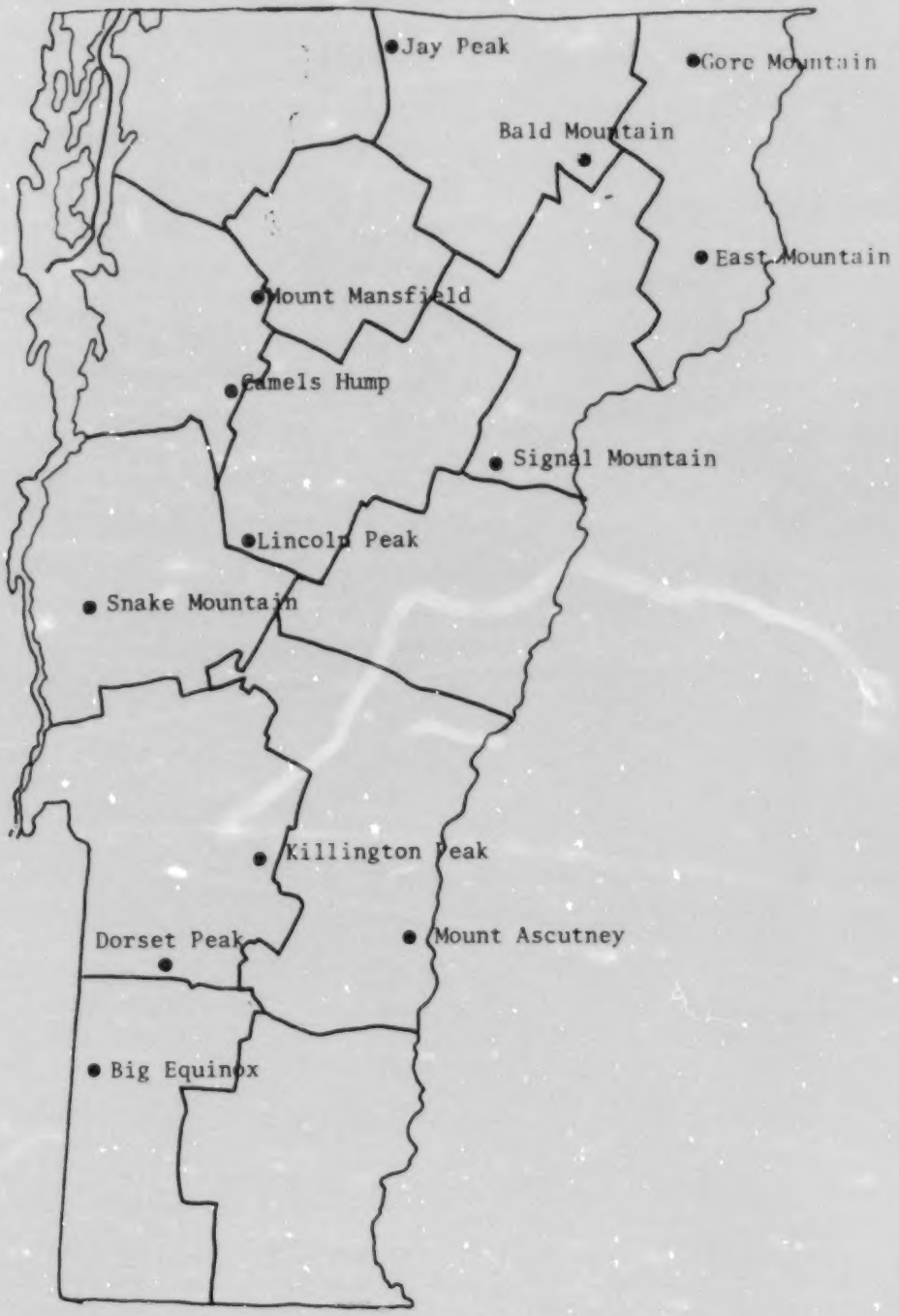
POPULATION GROWTH 1970-1980
Top figure is 1970 population.
Bottom figure is 1980 population.



Vermont Counties
Area in Square Miles

1. Addison - 818
2. Bennington - 673
3. Caledonia - 619
4. Chittenden - 614
5. Essex - 672
6. Franklin - 704
7. Grand Isle - 189
8. Lamoille - 476
9. Orange - 692
10. Orleans - 737
11. Rutland - 939
12. Washington - 714
13. Windham - 796
14. Windsor - 967

MOUNTAIN PEAKS



LAKES

Lake Carmi
Seymour Lake
Lake Willoughby
Crystal Lake
Caspian Lake
Lake Champlain
Lake Dunmore
Lake Morey
Lake Fairlee
Lake Bomoseen
Lake St. Catherine

SHIRE TOWNS

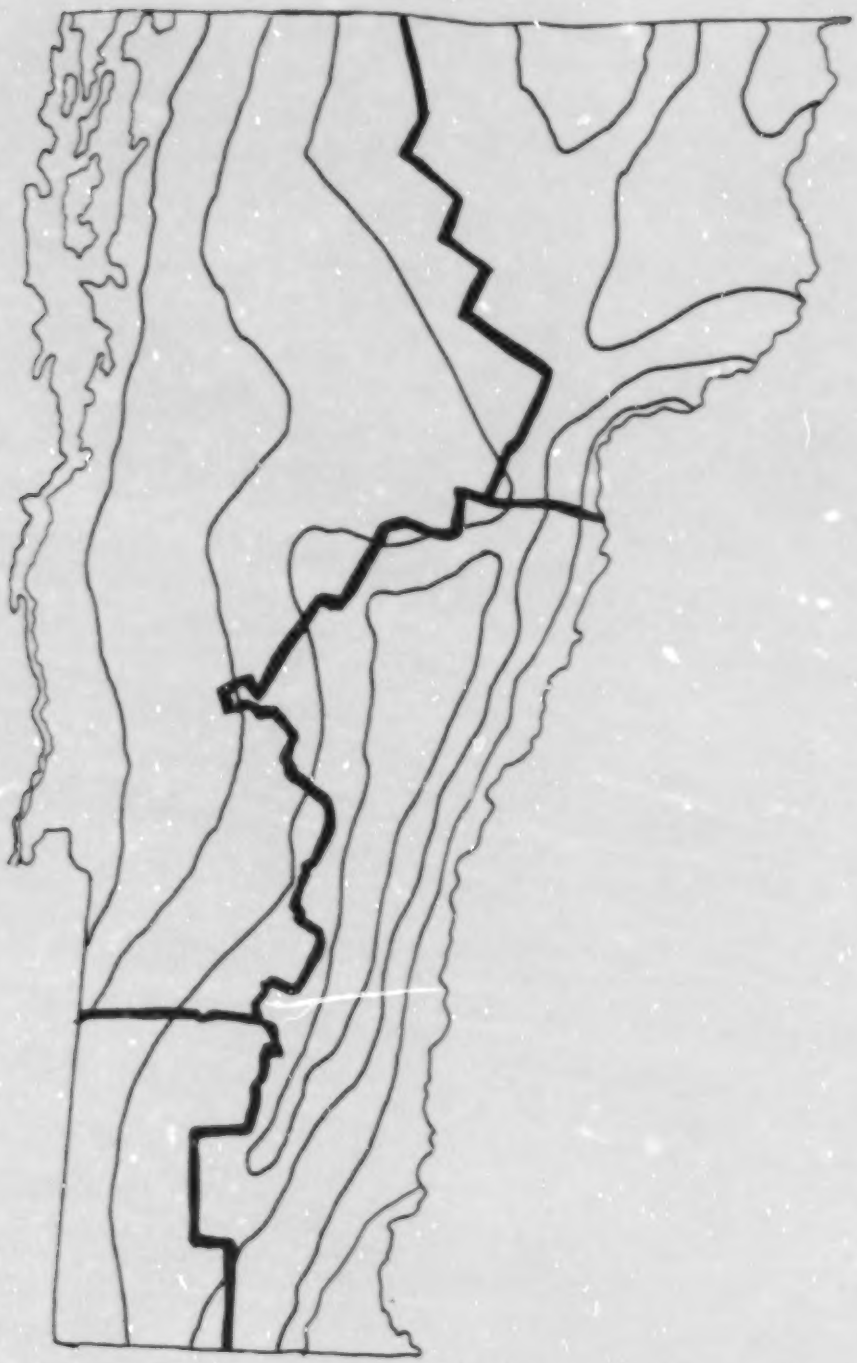
FRANKLIN
ORLEANS
ESSEX
GRAND ISLE
St. Albans
Newport
North Hero
LAMOILLE
Guildhall
CHITTENDEN
Hyde Park
CALEDONIA
Burlington
St. Johnsbury
WASHINGTON
Montpelier
ADDISON
ORANGE
Middlebury
Chelsea
RUTLAND
WINDSOR
Rutland
Woodstock
BENNINGTON
Manchester
WINDHAM
Newfane
Bennington

COUNTIES

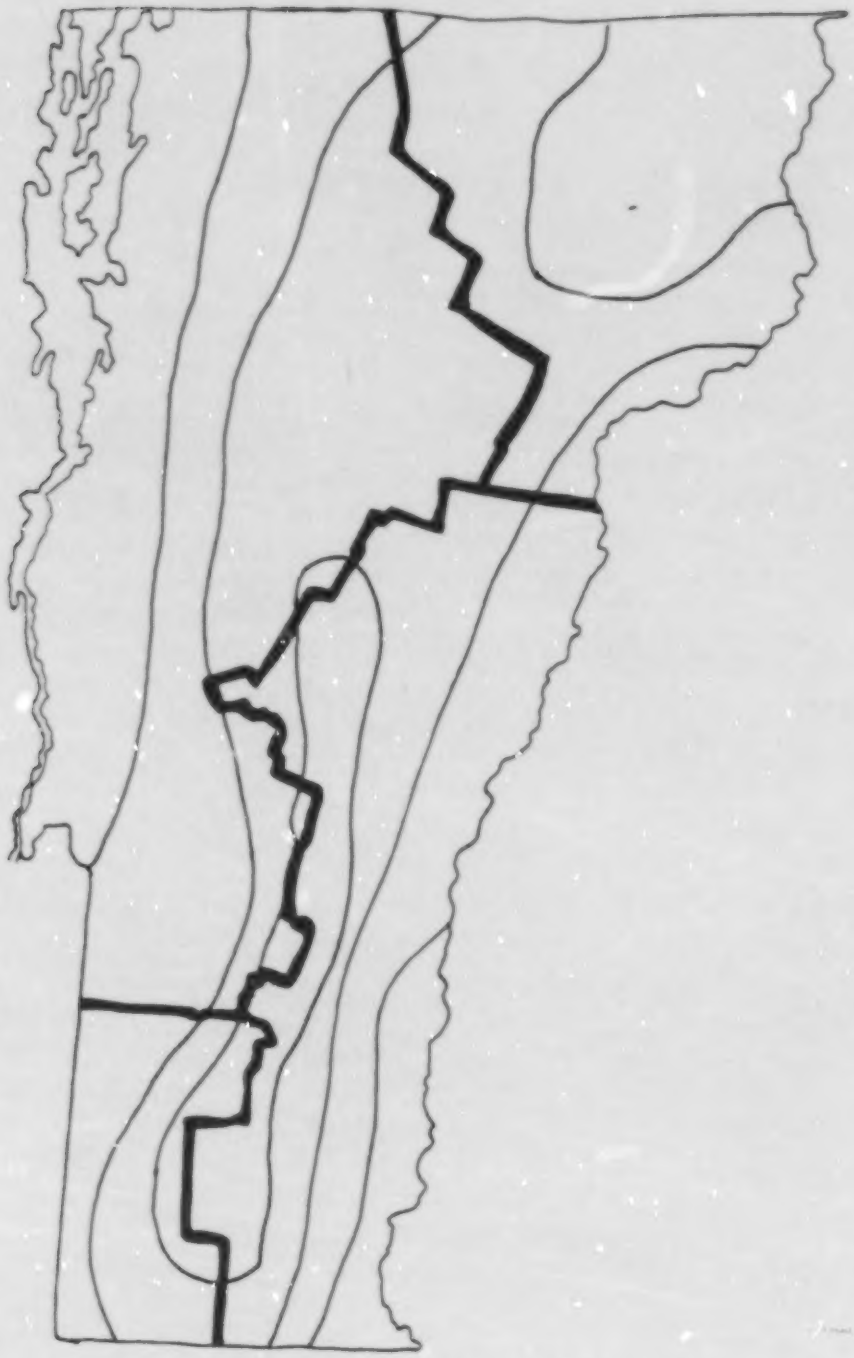
GEOGRAPHICAL REGIONS

PHYSIOGRAPHIC REGIONS

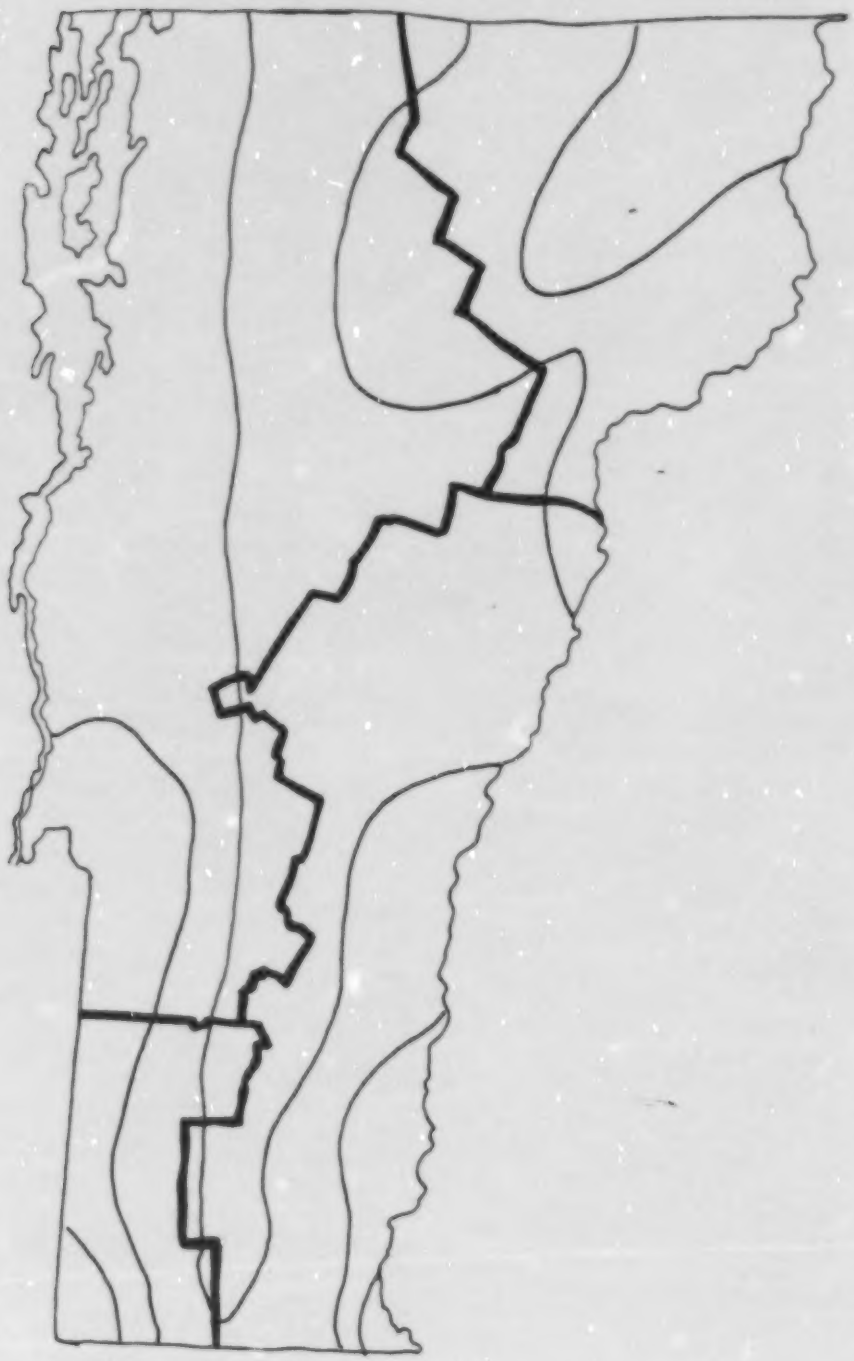
MEAN GROWING SEASON



MEAN JULY TEMPERATURE



MEAN JANUARY TEMPERATURE



AGRICULTURAL REGIONS

POPULATION GROWTH 1970-1980

Vermont Counties
Area in Square Miles

1. Addison - 818
2. Bennington - 673
3. Caledonia - 619
4. Chittenden - 614
5. Essex - 672
6. Franklin - 704
7. Grand Isle - 189
8. Lamoille - 476
9. Orange - 692
10. Orleans - 692
11. Rutland - 939
12. Washington - 714
13. Windham - 796
14. Windsor - 967

MOUNTAIN PEAKS

LAKES

SHIRE TOWNS

V. GEOGRAPHY AND ECONOMICS, SUGGESTED ACTIVITIES

A. Question Worksheet, Vermont's Geography

1. Name the four mountain ranges in Vermont.
2. Name the five highest peaks in the Green Mountains.
3. Name the two highest peaks in the Taconic Range.
4. Name the four highest peaks in the Granitic Range.
5. Name the four groups of rivers in Vermont.
6. Give the length of the Connecticut River.
7. Name the longest river within the state, and give its length.
8. Give the length of Lake Champlain.
9. Give the location of Lake Memphremagog and the name of the town on the lake.
10. Name eight well-known lakes in Vermont.
11. Name the four geographical regions.
12. Identify the region of best farming.
13. Identify the region most unproductive for farming. Explain what it is useful for.
14. Identify the region both in Vermont and New Hampshire.
15. Identify to which group of states Vermont belongs.
16. Give Vermont's east - west - south - north boundaries.
17. Give Vermont's nickname.
18. Identify Vermont's rank in area and in population.
19. Name the fourteen counties.

Question Worksheet, Answers

1. Green - Taconic - Red Sandrock - Granitic

2. Jay Peak - Mt. Mansfield - Camel's Hump - Lincoln Peak - Killington

3. Big Equinox - Dorset Peak

4. Gore Mountain - Bald Mountain - East Mountain - Signal Mountain

5. Tributaries of Connecticut River, Lake Memphremagog, Lake Champlain, Hudson River

6. 407 miles

7. Otter Creek, ninety-one miles

8. 118 miles

9. Newport

10. Seymour - Willoughby - Crystal - Caspian - Carmi - Dunmore - Bomoseen - Morey - Fairlee - St. Catherine

11. Southwestern Vermont - Champlain Valley - Northeast Kingdom - Connecticut River Valley

12. Champlain Valley

13. Northeast Kingdom - hunting, fishing, lumbering

14. Connecticut River Valley

15. New England

16. east - New Hampshire
    west - New York
    south - Massachusetts
    north - Canada

17. Green Mountain State

18. 43rd in area - 48th in population

19. Addison - Bennington - Caledonia - Chittenden - Essex - Franklin - Grand Isle - Lamoille - Orange - Orleans - Rutland - Washington - Windham - Windsor

B. **Riddles, Geography**

Use the transportation map of Vermont and/or the content material to answer each question.

1. I am Vermont's main mountain range which extends through the central section of the state. What am I?

2. I am responsible for hollowing out many lakes, ponds, and streams, especially in the Northeast Kingdom area. I also am responsible for smoothing off the tops of the mountains. What am I?

3. I am one of Vermont's four geographical regions. My area has the most fertile farmland, with less snow and a longer growing season than other areas. What am I?

4. I am a lake located on Vermont's northern boundary. Vermont shares me with Canada. What am I?

5. I am one of Vermont's four geographical regions. The state capitol as well as the cities of Barre and St. Albans are within my region. What am I?

6. I am a mountain range in the southwest corner of Vermont. I extend from Rutland County southward through Bennington. What am I?

7. I am Vermont's eastern boundary. I am 407 miles long. What am I?

8. I am one of Vermont's four geographical regions. Located in my area are the towns of Arlington, Bennington, Dorset, Manchester, Pownal, and Shaftsbury. What am I?

9. I am the longest river within Vermont. I flow ninety-one miles. What am I?

10. I am one of Vermont's four geographical regions. My many lakes and forested areas make me important for hunting, fishing, and lumbering. What am I?

11. I am one of Vermont's four geographical regions shared by Vermont and New Hampshire. A river splits me in the middle. What am I?

12. I am Vermont's smallest mountain range. My highest peak is Snake Mountain at 1,287 feet. I extend through the area bordering Lake Champlain. What am I?

13. I am one of Vermont's four geographical regions. The counties of Orange, Windsor, and Windham are part of my area. What am I?

14. I am a mountain range which begins in the northeastern corner of Vermont and extends down the eastern side. My southern most peak is Mount Ascutney. What am I?

15. I form part of Vermont's western boundary. I was discovered by a French explorer in 1609. What am I?

16. I am one of Vermont's four geographical regions. A short growing season along with hilly land and stony soil make farming impractical. What am I?

17. Chittenden County is part of me, and my cities of Burlington and Winooski have definitely grown from their early days in Ethan Allen's Onion River Land Company. What am I?

18. I am one of Vermont's four geographical regions. The Granitic Mountains cover much of my area. What am I?

19. I am Vermont's primary fruit-growing and dairy cattle region. What am I?

20. I am the highest mountain peak in Vermont. What am I?

21. We are two of Vermont's well-known lakes located in Orange County on Vermont's eastern side. What are we?

22. I am one of Vermont's highest mountain peaks located in the northern part of the state between Lake Carmi and Lake Memphremagog. What am I?

23. Most rivers on the western side of Vermont flow into me. What am I?

24. I am one of Vermont's five highest peaks, and I am located near Rutland. What am I?

25. We are two of Vermont's well-known lakes. We are located in Rutland County. What are we?

26. I am one of Vermont's well-known lakes. Near me is the town of Salisbury. I am located in Addison County. What am I?

27. Most rivers on the eastern side of Vermont flow into me. What am I?

28. I am one of Vermont's five highest peaks. I am situated between Huntington and Waterbuy. What am I?

Riddles, Geography, Answers

1. Green Mountains
2. glacier
3. Lake Champlain Valley
4. Lake Memphremagog
5. Lake Champlain Valley
6. Taconic Mountains
7. Connecticut River
8. Southwestern Vermont
9. Otter Creek
10. Northeast Kingdom
11. Connecticut River Valley
12. Red Sandrock Range
13. Connecticut River Valley
14. Granitic Range
15. Lake Champlain
16. Northeast Kingdom
17. Lake Champlain Valley
18. Northeast Kingdom
19. Lake Champlain Valley
20. Mount Mansfield
21. Lake Morey, Lake Fairlee
22. Jay Peak
23. Lake Champlain
24. Killington
25. Lake Bomoseen and Lake St. Catherine
26. Lake Dunmore
27. Connecticut River
28. Camel's Hump

C. **Riddles, Counties**

1. I am a county located in water. I have quiet bays, rocky points, sandy beaches, and rich farmland. What am I?

2. I am the highest populated county, as of the 1980 census. What am I?

3. I am the county in which our school is located. What am I?

4. I am the county with Lake Memphremagog, Seymour Lake, Willoughby Lake, Crystal Lake, and Caspian Lake. What am I?

5. I am the county which started as the most highly disputed land grant issued by Governor Bennington Wentworth. What am I?

6. We are the four counties on Vermont's northern border. What are we?

7. Vermont's state capitol is in my area. What county am I?

8. Lake Champlain borders our western edge. We are in a prosperous farming and fruit-growing region. Which four counties are we?

9. We are the two counties on Vermont's southern edge. What are we?

10. Stowe, Johnson, and Morrisville are towns in my area. Stowe is popular with tourists for skiing, and Johnson is the site of talc mines. What county am I?

11. The Taconic Mountains cover much of my land. What county am I?

12. We are the three counties in the Northeast Kingdom region. We are sparsely populated and derive more income from forestry than from farming. What are we?

13. We are the three counties in the Connecticut River Valley region. Our shire towns are Chelsea, Woodstock, and Newfane. What are we?

14. I am the county largest in area. What am I?

15. I am the county smallest in area. What am I?

Riddles, Counties, Answers

1. Grand Isle
2. Chittenden
3. Answers vary
4. Orleans
5. Bennington
6. Grand Isle, Franklin, Orleans, Essex
7. Washington
8. Grand Isle, Franklin, Chittenden, Addison
9. Bennington, Windham
10. Lamoille
11. Bennington
12. Essex, Orleans, Caledonia
13. Orange, Windsor, Windham
14. Windsor
15. Grand Isle

D. **Matching, Counties With Shire Towns**

Match each shire town with its correct county by writing the letter of the correct county on the line.

_____	1. Bennington	A.	Addision
_____	2. St. Albans	B.	Bennington
_____	3. Newport	C.	Caledonia
_____	4. St. Johnsbury	D.	Chittenden
_____	5. Hyde Park	E.	Essex
_____	6. Middlebury	F.	Franklin
_____	7. Rutland	G.	Grand Isle
_____	8. Woodstock	H.	Lamoille
_____	9. Montpelier	I.	Orange
_____	10. Manchester	J.	Orleans
_____	11. Chelsea	K.	Rutland
_____	12. Burlington	L.	Washington
_____	13. Guildhall	M.	Windham
_____	14. Newfane	N.	Windsor
_____	15. North Hero		

Matching, Counties with Shire Towns, Answers

B 1.

F 2.

J 3.

C 4.

H 5.

A 6.

K 7.

N 8.

L 9.

B 10.

I 11.

D 12.

E 13.

M 14.

G 15.

E. Vermont's Economics

I. These are key words associated with Vermont's economy. Fill in the missing letters.

1. _ gr _ cul _ _ _ _
2. t _ _ l _
3. w _ _ d
4. pr _ nt _ _ _
5. p _ p _ _
6. m _ l _
7. c _ t _ l _
8. ap _ _ _ _
9. p _ t _ t _ _ _
10. s _ r _ _
11. tr _ _ s
12. g _ _ n _ _ e
13. m _ _ b _ _
14. s _ on _
15. s _ b _ s _ _ s
16. t _ _ c
17. l _ mb _ _
18. t _ _ r _ _ _
19. sk _ _ _ _
20. f _ l _ _ g _

II. Now write a paragraph or more explaining what is most important in Vermont's economy. Do not use only the words above.

Vermont's Economics, Answers

I.

1. agriculture
2. tools
3. wood
4. printing
5. paper
6. milk
7. cattle
8. apples
9. potatoes
10. syrup
11. trees
12. granite
13. marble
14. stone
15. asbestos
16. talc
17. lumber
18. tourism
19. skiing
20. foliage

II. Answers will vary

F. Activities Outline Referenced to Public School Approval Standards

Use of small and large group discussion

The following questions can serve as topics for discussion.

1. How did Vermont's mountain ranges affect its growth and current status?
2. What are likenesses and differences among Vermont's four geographical regions in terms of geography?
3. What are likenesses and differences among Vermont's four geographical regions in terms of economy?
4. In what ways do the geographical features of an area affect the way of life of its residents?
5. How is Vermont similar to and different from the other New England states?
6. How is the economy of Vermont similar to and different from the economy of Vermont in 1770?
7. How may Vermont's economy grow and/or change in the next fifty years?
8. How did the system of counties evolve? Of what importance is this system today?
9. How did your (the student's) particular area of residence develop?
10. What changes and/or growth can be predicted for your (the student's) area of residence during the next fifty years?
11. What are Vermont's most interesting geographical features?

Simulation

The following situations could serve as ideas.

1. Pretend you are an inhabitant of the Northeast Kingdom asked to describe the advantages and disadvantages of that region. What would you say?
2. Pretend you are an inhabitant of the Lake Champlain Valley asked to describe the advantages and disadvantages of that region. What would you say?
3. Pretend you are a hiker touring Vermont. What might impress you?
4. Pretend you are a businessman looking for a place to build a new business. What spots might you consider in Vermont and why?

5. Pretend you are a travel agent asked to describe Vermont to a young couple looking for a place to live. What might you tell them?

6. Pretend you are the state game warden. What would you consider special features of Vermont?

7. Pretend you are the state forester. How would you describe the forest's importance in Vermont's economy?

8. Pretend you are a farmer. What is your way of life like?

9. Pretend you are a weather forecaster at a convention. How would you describe Vermont's weather to the other people?

Role Playing

The following are suggestions for role plays.

1. Role play a tourist arriving for fall foliage season.

2. Role play a sugarmaker.

3. Role play a ski resort manager.

4. Role play a guide on a Lake Champlain ferry boat.

5. Role play a dairy farmer.

6. Role play a quarry worker.

7. Role play a logger.

8. Role play a geologist studying Vermont's mountain ranges.

Use of Media

The topics listed below could be expressed in any of the following mdeia.

Art medium: posters, drawings, exhibits

Oral medium: skits, oral presentations, discussions, debates

Written medium: poems, narratives, reports, advertisements, newspaper articles, plays, stories, descriptions, diaries, letters

This listing is by no means difinitive. Individual teachers should use it as a springboard for their own ideas and program.

1. Major mountain peaks in Vermont.

2. Principal lakes in Vermont.

3. Principal rivers in Vermont.
4. The four geographic regions.
5. Vermonts fourteen counties.
6. Manufactured products of Vermont.
7. Agricultural products of Vermont.
8. Mining and forestry in Vermont.
9. Geographic features of my county.
10. The economy of my area.

Questioning

Research opportunities can be drawn from several of the sections.

Independent Study

Ideas for independent study are suggested in the Skills Contract in this unit. The Skills Contract begins on the next page.

Dear Parents:

In Social Studies class we have been studying Vermont's geography and economy. The students are now ready to do some projects. Project work is quite important at this grade level, and for that reason I like to communicate with you about what you child is doing.

Attached are lists of projects from which students may choose. The projects are divided into different sections: written activities, drawing projects, exhibits to prepare, and projects to make. In each section it is indicated how many the students have to complete.

We have been discussing Vermont's geography and economy extensively in class, so students should know much of the information from work in the classroom. I encourage students to use encyclopedias, books on Vermont, or any other appropriate materials. An important part of the project work is learning to use reference sources.

Please discuss with your child which projects he/she intends to do. Then please help him/her fill out the Project Contract attached. In this way you and your child wil both know what he/she is doing, and you can lend your assistance! Some time will be provided in the classroom to work on their own in order to have projects ready on time. Please help your child to plan ahead.

Please sign the contract form and have your child return it to me. (You might like to make a copy of it to keep.) All projects will be graded for accuracy, neatness, organization, and imagination. If you have any questions, please feel free to get in touch with me.

Again, I invite you to stop in our classroom anytime.

Sincerely,

Vermont Geography and Economics - Projects

Write it! Select ____ of these to complete.

1. Write a letter describing Vermont's geographical features. Pretend you have been visiting the state for three weeks. You live in the tropical climate of Africa and are writing a letter home to a friend.
2. Write your report of a nature walk. Take a thirty minute walk in an area near you. Oberve carefully. Write a report of what natural features you see.
3. Write a list of places in Vermont named for Indians and places named for the French.
4. Write a list of Vermont ski resorts. Identify where each is located.
5. Write a report on Vermont's four geographical regions. Include likenesses and differences as well as specific facts about each.
6. Write a series of numerical facts about Vermont. Examples might be temperature readings, mountain heights, inches of precipitation, mileage between towns, etc.
7. Write a speech you could give after being named Sugarmaker of the Year. You must describe your sugaring operation.

Draw it! Select _____ of these to complete.

1. Draw a poster of Vermont wildlife. Label each picture and give two facts about it.
2. Draw a poster of Vermont plantlife. Label each picture and give two facts about it.
3. Draw a series of pictures showing Vermont's four seasons.
4. Draw a mural depicting a modern dairy farm.
5. Draw a small representation of each of the fourteen counties. Cut each out and paste all fourteen on a large sheet of paper. Using a color key, identify each at the bottom.

Vermont Geography and Economics - Projects

Exhibit it! Select _____ of these to complete.

1. Create an exhibit of Vermont products. Use actual samples.
2. Create an exhibit showing souvenirs of an imaginary trip through Vermont. Identify what each item is and where in Vermont it might have come from.
3. Create an exhibit that one of the fourteen counties might put on display about its history, its cities, its economy, its geography, and any special facts. You may choose the county you wish to use.

Make it! Select _____ of these to complete.

1. Make a salt and flour map of Vermont showing the major rivers and lakes.
2. Make a salt and flour map of Vermont showing the major mountain peaks.
3. Make a scrapbook of places in Vermont. Label each.
4. Make a display of common Vermont plantlife. Use grasses, flowers, and parts of trees (bark, leaves, needles, etc.) Label each and identify where you found it.
5. Make a travel brochure advertising Vermont's lakes and mountains.
6. Make a collection of Vermont's covered bridges. Identify over which waterway each is built and near what town each is built.
7. Make a set of four puzzles based on Vermont lakes, rivers, mountains, and products.
8. Make a game that two people can play based on facts about Vermont.
9. Make a model of the Capitol Building in Montpelier.
10. Make a model of a sugarhouse.
11. Make a weather record covering nine days. For each day, record the morning and evening temperatures, any precipitation, the wind condition, and any distinctive sky features. Put this on a large chart, and include in your display one hand-made weather instrument you made and used in your project.
12. Make a collage showing sources of income for Vermont.

PROJECT CONTRACT

Complete this contract. Sign it. Return it to the teacher.

Student's Name: _____

I have decided to do the following projects.
(Please write the numbers of the projects you choose.)

I. Write it! These projects will be due on _____
Project Numbers:

II. Draw it! These projects will be due on _____
Project Numbers:

III. Exhibit it! This project will be due on _____
Project Numbers:

IV. Make it! These projects will be due on _____
Project Numbers:

Student's Signature _____

Parent's Signature _____

VI. GEOGRAPHY AND ECONOMICS, TEST

I. On the map of Vermont accompanying this test, label each of the following items.

1. Label the four mountain ranges by drawing a line through the area each covers and writing the name of each range on this line.

2. Label the following five mountain peaks by making an X where each is located and writing the name of the peak beside the X. The five mountain peaks are: Jay Peak, Mount Mansfield, Camel's Hump, Lincoln Peak, and Killington Peak.

3. Label the following lakes by drawing the shape of each lake in the correct location. Write the name of each lake on the edge of the paper and draw an arrow to it. The six lakes are: Lake Memphremagog, Lake Champlain, Lake Willoughby, Lake Dunmore, Lake Bomoseen, and Lake Fairlee.

4. Label Vermont's northern, southern, eastern, and western boundaries by writing each boundary in all capital letters.

II. On the map of Vermont each county is numbered. On the lines beside the numbers below, write the correct name of each county.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13. _____

14. _____

III. The four geographical regions are listed below. For each detail, write the letter of the geographical region which it best describes. Write your answer on the line provided.

A. Northeast Kingdom

B. Lake Champlain Valley

C. Connecticut River Valley

D. Southwestern Vermont

____ 1. The smallest region in area.

____ 2. Region with the longest growing season.

____ 3. The Red Sandrock Range follows the shore.

____ 4. Includes the counties of Franklin, Chittenden, and Rutland.

____ 5. Has the most sparsely populated counties.

____ 6. Region of best farming.

____ 7. Region with the shortest growing season.

____ 8. Contains the state capitol.

____ 9. Includes the county of Bennington.

____ 10. Is known for hunting, fishing, and logging.

____ 11. Granitic Mountains run along the edge.

____ 12. Fruit growing region.

____ 13. Region dotted with numerous lakes and ponds.

____ 14. Has the towns of Dorset, Manchester, and Pownal.

____ 15. Region shared by Vermont and New Hampshire.

____ 16. Includes the counties of Orange, Windsor, and Windham.

____ 17. Includes the counties of Essex, Orleans, and Caledonia.

IV. Make a chart divided into four sections. Label the four sections with these headings: Manufactured Products, Agricultural Products, Mining Products, and Foresty Products. In each category, list four to six important products of Vermont. Make your chart in the space below.

Test, Geography and Economics, Answers

I. See map

II. 1. Grand Isle
2. Franklin
3. Orleans
4. Essex
5. Caledonia
6. Orange
7. Windsor
8. Windham
9. Bennington
10. Rutland
11. Addison
12. Chittenden
13. Lamoille
14. Washington

III.

1.	D	10.	A
2.	B	11.	A
3.	B	12.	B
4.	B	13.	A
5.	A	14.	D
6.	B	15.	C
7.	A	16.	C
8.	B	17.	A
9.	D		

IV. 1. Manufactured Products: tools, wood products, printed items, paper, stone products, any other acceptable answer.

2. Agricultural Products: milk, cheese, cattle, eggs, apples, hay, potatoes, syrup, any other acceptable answer.

3. Mining Products: granite, marble, talc, asbestos, stone, any other acceptable answer.

4. Forestry Products: wood, lumber, Christmas trees, any other acceptable answer.

CANADA
1
2
Jay Peak
Lake Memphremagog
3
4
Lake Willoughby
Lake Champlain
13
12
Mt. Mansfield
5
Granitic Mountains
Camels Hump
14
Lincoln Peak
Red Sandrock Range
11
6
NEW HAMPSHIRE
Lake Dunmore
NEW YORK
Lake Fairlee
Mountains
7
Lake Bomoseen
Granatic Mountains
10
Killington Peak
Taconic Mountains
Green
9
8
MASSACHUSETTS

UNIT OUTLINE, VERMONT TOWNS AND CITIES

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I. TOWNS AND CITIES - CONCEPTS AND OBJECTIVES

A. Key Concepts

1. Vermont owes its special characteristics to the fact that it is a state with a higher rural population than urban population.

2. Industrial growth in Chittenden and Washington counties creates a different way of life than that in the counties more dependent on agriculture and forestry.

3. Vermont gains a uniqueness because of special attractions and/or features associated with particular towns and cities.

4. The current conditions in many of Vermont's towns and cities have been affected by their historical beginnings.

B. Content Objectives

At the end of this unit, the student shall be able to:

1. List in order of size, spell correctly, and locate on a map Vermont's eight cities.

2. List, spell correctly, and locate on a map the principal towns in each county.

3. Given a principal town or city, identify the county of its location.

4. Describe important characteristics of Vermont's cities and principal towns.

5. Compare and contrast Vermont's cities and principal towns.

6. (When appropriate), relate historical beginnings of a city or principal town to its growth and current status.

7. Use a road map effectively.

C. Skill and Objectives*

At the end of this unit and after completion of the Skills Contract, the student shall show improvement in his/her ability to:

1. Use reference sources, i.e.: community resources, encyclopedias, almanacs, atlases, magazines, newspapers, interviews, charts and tables, audio-visual materials, etc.

2. Interpret data.

3. Translate data into various mediums.

4. Predict and/or hypothesize outcomes.

5. Evaluate data.

6. Compare and contrast two or more given specifics.

7. Apply problem solving and critical thinking skills to social issues.

8. Communicate findings clearly in oral and written formats.

9. Work with others as both leader and follower.

10. Participate in group discussion.

11. Demonstrate creativity.

*** These skills objectives remain constant for each of the four individual units.**

D. **Related Objectives**

With extension and/or enrichment, the student shall be able to:

1. Trace the development of Vermont's governmental structure from colonial times (1778's) to the present.

2. Describe in detail Vermont's present governmental structure.

3. (When appropriate) trace the changes in a town or city over a period of time and explain the reasons for those changes.

4. Describe in detail student's city or town of residence.

5. List, spell correctly, and locate landmarks and features specific to the student's city or town of residence.

6. Evaluate the contribution of the studnet's city or town of residence to Vermont as a state.

7. Use specialized maps of Vermont.

II. VERMONT CITIES AND TOWNS, VOCABULARY LIST

This list gives the names of towns or cities covered in the unit, organized by county. All words are considered new, specialized vocabulary.

Addison County
Middlebury
Vergennes

Orange County
Randolph

Bennington County
- Arlington
- Bennington
- Manchester
- Pownal

Caledonia County
- St. Johnsbury

Chittenden County
- Burlington
- Essex Junction
- Richmond
- Winooski

Franklin County
- Enosburg Fall
- Fairfield
- St. Albans

Grand Isle County
- Grand Isle
- Isle la Motte

Lamoille County
- Stowe

Orleans County
- Derby
- Newport
- Orleans

Rutland County
- Fair Haven
- Proctor
- Rutland

Washington County
- Barre
- Cabot
- Montpelier
- Waterbury

Windham County
- Bellows Falls
- Brattleboro

Windsor County
- Plymouth
- Springfield
- White River Junction
- Windsor

III. VERMONT TOWNS AND CITIES, CONTENT MATERIAL

Information on some of the more important towns and cities will be presented as a guided tour might be given. Certainly not all towns in Vermont are included, and if space would permit inclusion of them all, it is likely that each of the Vermont towns, even the smallest ones, would have some special tidbit of history or folklore to contribute. The "tour" will include as many as is thought reasonable. There are eight towns in Vermont large enough to be classified as cities. These are, in order of size, starting with largest: Burlington, Rutland, Barre, St. Albans, Montpelier, Winooski, Newport, and Vergennes.

Starting in Grand Isle County, the town of Isle la Motte boasts St. Anne's Shrine built on the site of Fort St. Anne, the first white settlement in Vermont. Proceeding to Grand Isle, one can see the oldest log cabin in the United States, built in 1783. Going east to Franklin County, one comes to St. Albans, fourth largest city in Vermont and a railroad city. Industries in St. Albans manufacture burlap bags and paper products. Local history incudes The St. Albans Raid which occurred on October 19, 1864, during the Civil War. Twenty-two Confederate soldiers who had apparently been infiltrating the city for a period of time entered all the banks in town and fled with $200,000. One man was killed and several were wounded. The leaders of the raid were caught and tried in Canada but were acquitted on the argument that the raid was an act of warfare. Near St. Albans is the town of Fairfield, the birthplace of Chester A. Arthur, one of the presidents of the United States. There is a reproduction of the original house with a thirty-five acre park. Another town in this county is Enosburg Falls, a dairy center. Going eastward to Orleans Country are two towns and one of Vermont's cities.

Newport, seventh city in size, is a city on Lake Memphremagog, named by the Indians to mean "beautiful waters". Newport formerly was the base for a large lumber business. Today it is a trading and vacation center. Plexiglas, plastics, sports and ski clothes are manufactured in Newport. Orleans is a town known for its Ethan Allen furniture manufacturing plant. Derby, also in Orleans County, is a port of entry to Canada and is host of an international dog sled derby each February. Two other towns in Orleans County, Westfield and Lowell, (as well as Eden in Lamoille), are where the state's asbestos mines are located.

Caledonia County has the town of St. Johnsbury, best known for Fairbanks Scales and the Maple Sugar Museum. Thaddeus Fairbanks is credited with inventing the platform scale in 1830. Washington County is the central part of Vermont. It is in this county that Montpelier, fifth city in size, headquarters of National Life Insurance Company, and the capitol of the state, is located. Cabot, in the northern part of the county, has Vermont's oldest and largest cheddar cheese plant. Barre, third largest city, is Vermont's granite center. It also has some of Vermont's best Italian stores and restaurants. Barre was originally called Wildersburgh but residents were unhappy with that name and held a town meeting to change it. Apparently tempers grew heated when no agreement was reached. Two men got in a fight: Thompson of Holden and Sherman of Barre. When Sherman won, he declared the new name to be Barre. Waterbury's current radio station WDEV was the first broadcasting station in Vermont. Just north in Lamoille County is Stowe, known by tourists as a winter playground and ski center.

Moving to the shore of Lake Champlain one finds Chittenden County. Burlington, Vermont's largest city, is the home of The University of Vermont and the state's only television station. There is also a marble statue of Ethan Allen here. Winooski, sixth largest city, used to be the site of propsperous woolen mills. It is now the home of St. Michael's College. This was the area which gained its start through the Allens' Onion River Land Company. Essex Junction's IBM plant (International Business Machines), which deals in computers, employs many people. Richmond is the home of Vermont's well-known round church, a sixteen-sided structure erected by members of five different denominations in 1813. A special church service is held once a year.

Moving southward one comes into Addison County. Located here is Vergennes, Vermont's smallest but oldest city and the present site of Kennedy Brothers, an early American wood products manufacturing firm. Middlebury, a college town, draws visitors to its Morgan Horse Farm (a 942 acre research center for breeding and raising Morgans). Continuing down Vermont's southwestern section is Rutland County with the city of Rutland, known as the Marble City until Proctor, the location of the marble quarries and the headquarters for Vermont Marble Company, separated from it. Rutland has kept the Howe Scales industry which makes precision tools. An interesting tourist sight in Rutland is Wilson Castle. This castle was built in the nineteenth century and served four generations of the Wilson family. Its thirty-two rooms with stained glass windows, high ceilings, marble fireplaces, and elegant furnishings give visitors a glimpse of a distinctive lifestyle from earlier times. Fair Haven, on the edge of Vermont, is the center of the slate industry.

The southernmost county on the western edge is Bennington County. The town of Manchester here with an Orvis plant and museum has become a thriving resort area. Arlington boasts the Candle Mill where visitors may watch both the old-fashioned and the modern techniques of candlemaking. Arlington boasts of two former residents who became famous -- Norman Rockwell and Dorothy Canfield Fisher. The town of Bennington is a prosperous summer resort with two historical landmarks -- the

Bennington Battle Monument, a 306-foot stone monolith with 412 steps inside leading climbers to the top, and a statue of Seth Warner. Poet Robert Frost is buried in a cemetery in this town. Bennington today is important for manufacturing clothing, furniture, and paper. Pownal's Green Mountain Racetrack is used for harness racing and thoroughbred racing.

Going across to travel up Vermont's eastern section, one encounters Windham County. The town of Brattleboro was formerly known for its Estey organs,a business now defunct. Brattleboro today makes optical instruments, paint, paper stock, and published items. Another town in this county is Bellows Falls, named for Colonel Benjamin Bellows, an early proprietor. Located on the Connecticut River, this town manufactures paper primarily as well as metal, wood, and plastic products. Bellows Falls is the home of Steamtown U.S.A., a tourist attraction with its collection of steam railroad eqiupment including over one hundred engines and cars.

Above Windham is Windsor County. Springfield is the center of the precision tool industry. Springfield also boasts the first school built in Vermont, now turned into an information center. The town of Windsor is called the birthplace of Vermont because it was here, in 1777 in a tavern now open to visitors as the Old Constitution House, that Vermont declared itself an independent republic. Early industries in Windsor included the manufacture of woolen goods and of firearms. Plymouth is the birthplace of Calvin Coolidge, one of the United States presidents. Now open to the public are Coolidge's house, a cheese factory, a one-room schoolhouse, a general store, the site of Coolidge's grave, and some other attractions. White River Junction, on Vermont's eastern edge, is an important railroad center.

Above Windsor is Orange County. The town of Randolph here is the site of Vermont Technical College, a two-year vocational program.

State Symbols

State Capitol: Montpelier

This capitol was chosen in 1805, and the current State House building is the third one on the site. The first State House building lasted from 1808-1836 when it was torn down. The second one lasted until 1857 when it was destroyed by fire. The present Statehouse was then built, modelled after the Temple of Theseus in Greece. Its outside walls are made of Barre granite, and the floors and ornaments are of marble and slate. The portico and pillars were salvaged from the second building. The State House's glory is its fifty-seven-foot high dome, made of wood, sheathed in copper, and covered with gold leaf. Atop the dome is a fourteen-foot-high wooden statue of Ceres (the Goddess of Agriculture). Inside the State House, the Governor's Chambers are in the west wing, the Senate meets in the east wing, and the House of Representatives occupies the center.

State Seal: (stamped on government papers to legalize them)

Just below the center of the seal, extending from one side to the other, is a series of wooden hills representing the Green Mountains. One pine tree in the center is taller than the others and bears fourteen even branches. This signifies that Vermont was the fourteenth state in an equal union. On one side of the shield is a sheaf of grain (for agriculture) and a cow (for dairying); on the other side is a sheaf of grain and a spearlike head. The state motto -- Freedom and Unity -- is engraved below the hills. Below the motto are wavy lines to represent water. The state seal was designed by Ira Allen.

State Flag:
Vermont's flag is blue with the coat-of-arms in the center. The present flag is the third flag the state has adopted and became the official flag in 1923.

State Bird:
Hermit Thrush, chosen in 1941.

State Flower:
Red Clover, chosen in 1894.

State Tree:
Maple, chosen in 1949.

State Animal:
Morgan horse.

State Insect:
Honeybee.

State Fish:
Warm Water -- Walleye Pike.
Cold Water -- Brook Trout.

IV. Supplementary Material

A. Map Showing Towns and Cities

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IV. Historical Societies

Write or call for information about current exhibits, open hours, student tours or other educational resources. (Town clerks usually know the names of current directors.)

BARRE 05641
Barre Historical Society
Aldrich Public Library Building

BELLOWS FALLS 05101
Bellows Falls Historical Society
21 Center Street

BETHEL 05032
Bethel Historical Society, Inc
Cushing Avenue

BRADFORD 05033
Bradford Historical Society
P. O. Box 92

BRAINTREE 05646
Braintree Historical Society, Inc

BRIDPORT 05734
Bridport Historical Society

BROOKFIELD 05036
Historical Society of Brookfield

CABOT 05647
Cabot Historical Society
Main Street

CALAIS 05648
Calais Historical Society

CASTLETON 05735
Castleton Historical Society

CAVENDISH 05142
Cavendish Historical Society

CHELSEA 05038
Chelsea Historical Society

COLCHESTER 05446
Colchester Historical Society

DANVILLE 05828
Danville, Vermont Historical Society, Inc.

DORSET 05251
Dorset Historical Society

ESSEX JUNCTION 05452
Chittenden County Historical Society

FAIRFAX 05454
Fairfax Historical Society
Route 104

FRANKLIN 05457
Franklin Historical Society

GRAFTON 05146
Grafton Historical Society
Main Street, at bridge

GRAND ISLE 05458
Grand Isle County Historical Society

HALIFAX 05301
Halifax Historical Society

HOLLAND 05830
Holland Historical Society, Inc

ISLAND POND 05846
Island Pond Historical Society, Inc

ISLE LA MOTTE
Isle La Motte Historical Society

JERICHO 05465
Jericho Historical Society, Inc

LONDONDERRY 05148
Londonderry Historical Society, Inc

LUDLOW 05149
Black River Historical Society, Inc

LYNDON 05849
Lyndon Historical Society

MANCHESTER 05254
Manchester Historical Society

MARLBORO 05344
The Historical Society of Marlboro, Vermont, Inc
P. O. Box 33

MIDDLEBURY 05753
Vermont Old Cemetery Association

MIDDLETOWN SPRINGS 05757
Middletown Springs Historical Society, Inc

MONTGOMERY 05470
The Montgomery Historical Society, Inc

MORRISVILLE 05661
Morristown Historical Society
High Street

NEWBURY 05051
Newbury Historical Society

NEWFANE 05345
Historical Society of Windham County, Inc
RD 1

NORTHFIELD 05663
Northfield Historical Society

NORTH TROY 05859
Missisquoi Valley Historical Society

NORWICH 05055
Norwich Historical Society

ORLEANS 05860
Orleans County Historical Society, Inc

PEACHAM 05862
Peacham Historical Association

BEST COPY AVAILABLE

Where To Go

PITTSFORD 05763
Pittsford, Vermont Historical Society

POULTNEY 05764
Poultney Historical Society

PUTNEY 05346
Putney Historical Society

RANDOLPH 05060
Randolph Historical Society, Inc.

READING 05062
Reading Historical Society

READSBORO 05350
Readsboro Historical Society

RIPTON 05766
Ripton Historical Society

ROCHESTER 05767
Rochester Historical Society

ROYALTON 05063
Royalton Historical Society

RUTLAND 05701
The Rutland Historical Society
P. O. Box 254

ST. ALBANS 05478
St. Albans Historical Society
109 Congress Street

SALISBURY 05769
Salisbury - Leicester Historical Society

SAXTON'S RIVER 05154
Saxton's River Historical Society, Inc.

SHAFTSBURY 05262
Shaftsbury Historical Society, Inc.

SHOREHAM 05770
Shoreham Historical Society

SOUTH WOODSTOCK 05071
Green Mountain Perkins Academy and Historical Association, Inc.

STOWE 05672
Stowe Historical Society, Inc.

STRAFFORD 05072
Strafford Historical Society, Inc.

THETFORD 05074
Thetford Historical Society, Inc.

TUNBRIDGE 05077
Tunbridge Historical Society

UNDERHILL CENTER 05490
Underhill Historical Society

VERSHIRE 05079
Vershire Historical Society

WATERBURY 05676
Waterbury Historical Society

WEATHERSFIELD 05151
Weathersfield Historical Society, Inc.

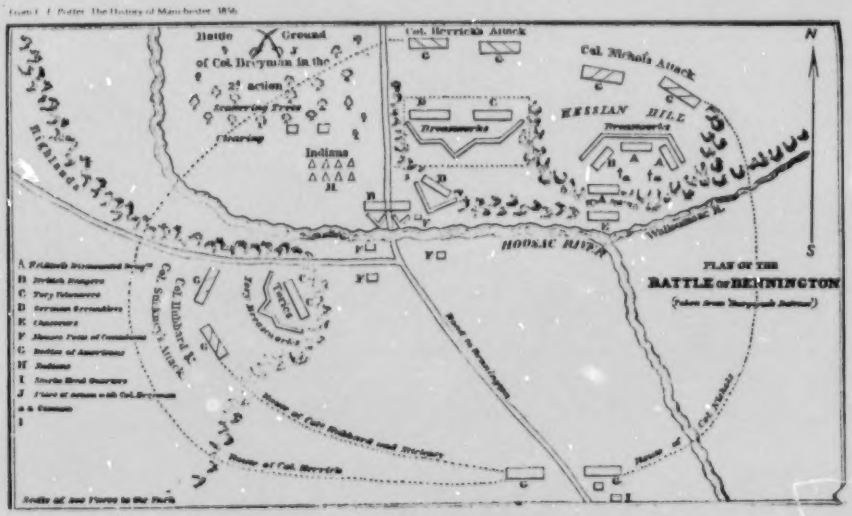
WESTMINSTER 05158
Westminster Historical Society, Inc.
Main Street

WESTON 05161
Weston Historical Society

WEST WINDSOR 05089
West Windsor Historical Society

WILLISTON 05495
Williston Historical Society

WOODSTOCK 05091
Woodstock Historical Society
26 Elm Street



Map of Battle of Bennington

V. VERMONT TOWNS AND CITIES, SUGGESTED ACTIVITIES

A. Question Worksheet

1. Name the eight cities of Vermont in order of size.

2. Identify the town or city that matches with each of the following:

   a. Railroad city in Franklin County
   b. Railroad center in Windsor County
   c. Site of Vermont's round church
   d. Oldest City
   e. St. Anne's Shrine marking first white settlement
   f. Capitol of Vermont
   g. Former home of Steamtown U.S.A.
   h. Granite center
   i. Largest city and home of state's television station
   j. Has Ethan Allen furniture manufacturing plant
   k. Precision tool center
   l. Formerly important for Estey organs
   m. Fairbanks Scales and Maple Museum
   n. Current site of marble quarries
   o. Known as birthplace of Vermont
   p. A dairy center in Franklin County
   q. Site of the state's largest and oldest cheddar cheese plant
   r. Home of Vermont's Morgan Horse Farm
   s. Center of the slate industry

3. Identify in which county each of the following towns or cities are located:

   a. Manchester
   b. Rutland
   c. Woodstock
   d. Barre
   e. Essex Junction
   f. St. Albans
   g. Newport
   h. St. Johnsbury
   i. Brattleboro
   j. Randolph
   k. White River Junction
   l. Springfield
   m. Montpelier
   n. Cabot
   o. Winooski
   p. Middlebury
   q. Fair Haven

Question Worksheet, Answers

1. Burlington, Rutland, Barre, St. Albans, Montpelier, Winooski, Newport, Vergennes.

2.
a. St. Albans
b. White River Junction
c. Richmond
d. Vergennes
e. Isle La Motte
f. Montpelier
g. Bellows Falls
h. Barre
i. Burlington
j. Orleans
k. Springfield
l. Brattleboro
m. St. Johnsbury
n. Proctor
o. Windsor
p. Enosburg Falls
q. Cabot
r. Middlebury
s. Fair Haven

3.
a. Bennington
b. Rutland
c. Windsor
d. Washington
e. Chittenden
f. Franklin
g. Orleans
h. Caledonia
i. Windham
j. Orange
k. Windsor
l. Windsor
m. Washington
n. Washington
o. Chittenden
p. Addison
q. Rutland

B. **Activities Outline Referenced to Public School Approval Standards**

Small and Large Group Discussion

The following questions can serve as topics for discussion.

1. What are some characteristics Vermont possesses due to its rural rather than urban nature?
2. What are some differences between those counties with more industrial growth and those counties more dependent on agricultural growth and forestry?
3. What are some reasons that Chittenden and Washington counties have attracted industries to a greater degree than other counties?
4. How has the historical beginning of some of Vermont's towns and cities affected their current status?
5. If you were taking a trip through Vermont, at what towns or cities would you stop?
6. What are interesting spots in some of Vermont's towns and cities?
7. What are some changes you can predict over the next fifty years for Vermont's towns and cities?
8. How will the growth rate for Vermont in the coming one hundred years compare with the growth rate for the last one hundred years?
9. What are the special features of your (the student's) town or city?

Simulation

The following situations would serve as ideas.

1. Pretend you are a travel agent recommending interesting towns and/or cities to tourists. What would you say?
2. Pretend you are an economist. What predictions could you make for Vermont's towns and cities?
3. Pretend you are a Chamber of Commerce member asked to give a speech on Vermont attractions. What would your ideas be?
4. Pretend you are the governor. What would your duties be?
5. Pretend you are a pioneer from early Vermont. Choose the town you had supposedly lived in. As you return to this town in the present day, what would your reactions be?

6. Pretend you are a visitor from another state. You have toured Vermont's eight cities. What would your impressions be?

7. Pretend you are an official in your town or city. How would you describe your town or city?

Role Playing

The following are suggestions for role plays.

1. Role play a tourist visiting one of the following places:

   a) The state capitol building
   b) The granite quarries at Barre
   c) The Maple Sugar Museum
   d) The Shelburne Museum
   e) The Morgan Horse Farm
   f) Teacher choice

2. Role play a speaker on a television advertisement promoting Vermont attractions.

3. Role play a radio show host interviewing residents of different places in Vermont.

4. Role play a senator or representative introducing a new bill for law.

5. Role play the governor welcoming dignitaries to the State Capitol.

6. Role play a businessman presenting building plans for a new industry in a selected town or city.

7. Role play a developer presenting building plans for a new resort area in a selected town or city.

8. Role play a person from the current time who returns to Vermont after the next fifty years have elapsed.

Use of Media

The topics could listed below be expressed in any of the following media:

Art medium: posters, drawings, exhibits

Oral medium: skits, oral presentations, discussions, debates

Written medium: poems, narrations, reports, advertisements, newspaper articles, play, stories, descriptions, diaries, letters.

This listing is by no means definitive. Individual teachers should use it as a springboard for their own ideas and program.

1. Vermont's eight cities
2. Vermont museums
3. The State Capitol
4. Vermont industrial sites
5. Mining towns
6. Interesting buildings to visit
7. Historic sites
8. Vermont state symbols
9. Towns and attractions in northern Vermont
10. Towns and attractions in southern Vermont
11. Towns and cities along Lake Champlain
12. My town/city

Questioning

Research opportunities can be drawn from several of the sections.

Independent Study

Ideas for independent study are suggested in the Project Ideas sheet in this unit.

C. Project Ideas, Vermont Towns and Cities

1. Locate each of these towns or cities on a Vermont road map.

2. Make a set of flash cards for Vermont's towns and cities. On the front of the card, write the name of the city or town. On the back, write the county in which it is located, and draw a picture of something for which it is known.

3. Using the scale of miles, compute mileage distance between two points.

4. Describe an imaginary trip through Vermont during which information is given about certain cities or towns at which people can stop. Do not give the names of these spots, and have other students guess the route of the trip.

5. Make a poster showing what various towns and cities are known for. Label each picture with the town or city with which it matches.

6. Write letters to historical societies in various towns and cities asking for information.

7. Make a scrapbook on towns and cities.

8. Make a travel brochure for tourists advertising attractions of Vermont's towns and cities.

9. Choose a school in one of the towns or cities. Arrange to exchange letters.

10. Some of the cities or towns have factories which manufacture products. Choose one or more products and research how each is made. Prepare a written or oral report with diagrams showing the different steps.

11. Hold a panel show where students try to "stump each other" by presenting facts about Vermont's towns and cities and having the panel guess which town or city is being described.

12. Interview people to discover if they have visited any towns or cities. Ask what they remember about their visits. Share findings in a class discussion.

VI. VERMONT'S TOWNS AND CITIES, TEST

I. On the map accompanying this test are thirteen dots, representing thirteen towns and cities in Vermont. Listed below are the thirteen towns and cities. On the line beside each, write the number which correctly marks its location.

_____ Newport

_____ Middlebury

_____ Burlington

_____ Montpelier

_____ Brattleboro

_____ Stowe

_____ Springfield

_____ St. Albans

_____ Rutland

_____ Barre

_____ White River Junction

_____ Winooski

_____ St. Johnsbury

II. Drawn below are fifteen signs. Some of these signs describe something for which one of the cities or towns in Vermont is known. Some of the signs have information on them that cannot fit any Vermont city or town. If the sign can be matched with a city or town, write the name of that city or town on the line. If the sign cannot be matched with any city or town, leave the line blank.

_____ 1. Now Offering Estey Organs at Remarkable Savings

_____ 2. Tour of the Capitol Building Every Day at 10:00 a.m. and 2:00 p.m.

_____ 3. Free Information on Morgan Horse Farm at Desk

_____ 4. Precision Tool Center: We Work With Care

_____ 5. Relive History in the old Consitution House

_____ 6. Prime Sheep Raising Area: Turn Right

_____ 7. Largest City Holds Auction Today

_____ 8. Marble Quarries Closed Due to Strike

_____ 9. Thaddeus Fairbanks, Founder and Inventor

_____ 10. Vermont's Only Gold Mine: Be a Prospector For a Day

_____ 11. Apples, Pears, and Peaches - Pick Your Own

_____ 12. Granite Center of the State: Come See It!

_____ 13. Round Church Holds Annual Service Sunday, June 16th at 2:00 p.m.

_____ 14. Beef Cattle Kingdom: Hamburger On The Hoof

1
2
3
4
5
6
7
8
9
10
11
12
13

Test, Towns and Cities, Answers

I.
2	Newport
9	Middlebury
4	Burlington
7	Montpelier
13	Brattleboro
5	Stowe
12	Springfield
1	St. Albans
10	Rutland
8	Barre
11	White River Junction
3	Winooski
6	St. Johnsbury

II.
1.	----
2.	Montpelier
3.	Middlebury
4.	Springfield
5.	Windsor
6.	----
7.	Burlington
8.	Proctor
9.	St. Johnsbury
10.	----
11.	----
12.	Barre
13.	Richmond
14.	----

UNIT OUTLINE, VERMONT HISTORY

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I. VERMONT HISTORY, CONCEPTS AND OBJECTIVES

A. Key Concepts

1. Warfare between the Indians, the French, and the English was a factor in the rate and placement of Vermont's settlements.

2. The struggle between France and England for control of the new land affected Vermont's history.

3. The land grant question played an important role in Vermont's pursuit for statehood.

4. The Revolutionary War from 1774-1781 affected the progress of events in Vermont's pursuit of statehood.

5. The attempts of Ethan Allen and others to achieve statehood for Vermont often represented the desires and actions of a definite minority.

6. Events created a condition whereby control of Vermont's historical development was in the hands of a minority guided by distinct political and/or private ambitions.

7. Much turbulence and unrest marked the years during which Vermont's constitution was written and finalized.

8. Early Vermonters' need to be self-sufficient fostered a sense of independence.

B. Content Objectives

At the end of this unit, the student will be able to:

1. Define the contribution of each of the following individuals to Vermont's history.

   a) Samuel Champlain
   b) Ethan Allen
   c) James Breckenridge
   d) Benning Wentworth
   e) Benedict Arnold
   f) Thomas Chittenden
   g) Seth Warner
   h) Ira Allen

2. State the importance of each of the following dates in Vermont's history.

   a) 1609
   b) 1666
   c) 1761
   d) 1775

e) 1777
f) 1791

3. Sequence the major events in each different time period of Vermont's history.

4. Hypothesize different outcomes of Vermont's pursuit of statehood, given the facts and individuals involved.

5. Evaluate the significance of the Indian struggles in Vermont's history.

6. Evaluate the significance of French and English rivalry in Vermont's history.

7. Evaluate the value of Ethan Allen's actions in Vermont's process of statehood.

8. Describe the impact of Ethan Allen's actions on Vermont's history.

9. Describe the Green Mountain Boys' organization and purpose.

10. Explain how the land dispute among New Hampshire, New York, and Vermont originated.

11. Explain how the land dispute among New Hampshire, New York, and Vermont was settled.

12. List ways in which the land dispute among New Hampshire, New York, and Vermont affected Vermont's settlement.

13. List ways in which the land dispute among New Hampshire, New York, and Vermont affected Vermont's pursuit of statehood.

14. Cite the details of Vermont's involvement in the Revolutionary War.

15. Relate how the Revolutionary War affected Vermont's process of statehood.

16. Cite proof of the turbulence and disunity in Vermont during 1778-1779.

17. Discuss reasons for the turbulence and disunity in Vermont during 1778-1779.

18. Analyze the influence of the turbulence and disunity in Vermont during 1778-1779 on its pursuit of statehood.

19. Describe the life of an early Vermont settler.

20. Show a casual relationship between the way of life of the Vermont pioneer and the Yankee spirit of independence.

21. Compare and contrast the way of life of a Vermont pioneer with that of a modern Vermonter.

C. **Skills Objectives ***

At the end of this unit and after completion of the Skills Contract, the student shall show improvement in his/her ability to:

1. Use reference sources, i.e. community resources, encyclopedias, almanacs, atlases, magazines, newspapers, interviews, charts and tables, audio-visual materials, etc.
2. Interpret data.
3. Translate data into various mediums.
4. Predict and/or hypothesize outcomes.
5. Evaluate data.
6. Compare and contrast two or more given specifics.
7. Apply problem solving and critical thinking skills to social issues.
8. Communicate findings clearly in oral and written formats.
9. Work with others as both leader and follower.
10. Participate in group discussion.
11. Demonstrate creativity.

***These skills objectives remain constant for each of the four individual units.**

D. **Related Concepts**

With extension and/or enrichment, the student shall be able to:

1. Show the relationthip between the significant historical events in Vermont during the 1700's and events going on in other New England colonies at the same time.
2. List conditions of Vermont today which are a direct result of or show the influence of specific events which occurred during Vermont's history (1609-1791).
3. List examples of French and English influences on Vermont.
4. Compare and contrast the struggle of the United States for independence with the struggle of other countries for independence.
5. Compare and contrast Vermont's system of justice in the colonial period (1700's) and in the present time.
6. Judge the importance of Vermont's role in the Revolutionary War.

7. Discuss in what ways the modern Vermonter is more self-sufficient than the early Vermonter and in what ways he/she is less self-sufficient.

8. Discuss major problems which Vermont will probably face in the next fifty year period. Suggest solutions and/or alternatives.

II. VERMONT HISTORY, VOCABULARY LIST

	New, specialized vocabulary	Common, essential vocabulary
A.	Algonkin *Samuel de Champlain Iroquois	
B.	Chimney Point Fort Carillon Fort Dummer Fort Number Four Fort St. Frederick *French and Indian War	England France
C.	*gristmill *potash tallow	barn raising blacksmith cobbler cooper flax hemp husking bee log cabin
D.	*Ethan Allen *Ira Allen ejectment *Green Mountain Boys land grant *New Hampshire Grants Onion River Land Company royal colony speculators *Benning Wentworth *Yankees	Connecticut River dispute Hudson River Merrimack River New York surveyors
E.	Benedict Arnold Major Gershom Beach Committee of Safety Crown Point Fort Ticonderoga Seth Warner Valcour Island	Continental Congress monarchy Parliament Revolutionary War tax

F. *Bennington
Council of Safety
John Stark

Burgoyne
constitution
convention
delegates
district
independence

G.

dictator
governor
legislature
lieutenant governor
petition
secession
secretary
treasurer

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III. VERMONT HISTORY, CONTENT MATERIAL

A. Explorations of Samuel de Champlain

The name given to Vermont's lovely Lake Champlain might very well have been different if an explorer other than the Frenchman, Samuel de Champlain, had been the first to found a permanent settlement in Canada and push southward. Samuel de Champlain, born in 1567, makes several trips to the New World and to that area later named Canada for the government of France. On his fourth trip across in 1608 he founds the first permanent European settlement on the site of the present Quebec. Three years later he will start Montreal for the purpose of a trading station. After the settlement of Quebec, Champlain agrees to accompany the Huron, the Montagnais, and the Algonquin Indians on an expedition to fight their Indian enemies, the Iroquois.

With eleven Frenchmen and a group of Indians, Champlain starts down the Richelieu River at the end of June in the year 1609. A disagreement arises about the plans of attack which causes some Indians to return home. The boats of Champlain and his eleven Frenchmen out sail the Indian canoes and reach the Chambly rapids, a point making navigation difficult. The group had been assured that the journey would not be treacherous; this is an indication that that report had not been totally valid. Nine discouraged Frenchmen return to Quebec, and Champlain himself debated continuing but pushes on because of his strong desire to see the "great lake" the Indians told about. The purpose of his journey, however, is that of a war party, not that of an explorer. So Champlain, the two remaining Frenchmen, and roughly 60 Indians continue their quest for the Iroquois.

The expedition enters the great lake on July 4 according to Champlain's records. There is some disagreement about this date. Some historians claim that Champlain's attention to written detail and dates was careless, and they affix the date of entry as July 14. Their reasoning lies in the fact that Champlain further recorded the date of the coming Indian battle as July 30, making it seem odd that all the time from July 4 to July 30 elapsed between entering the lake and fighting the Indians.

What did the lake territory look like to this Frenchman, now age forty-two? As he looked, he surveyed a tremendous forest to the east with trees of all varieties: birch and chestnut, oak, elm, hickory, butternut and maple, hemlock, spruce, and pine. These trees and their products would later be used by settlers in their struggle for self-survival. The king of this forest was the great white pine. Some of these huge trees stood 250 feet high and measured six feet in width. Birds and animals were plentiful. Grouse, wild turkeys, deer, moose, lynx, bears, wolves, and the dreaded catamount were among those who claimed this territory as home. Fish (many salmon, shad, and trout) filled the streams. Indeed, this was a land whose plenty had not been diminished by man's invasion.

Samuel decides he will name the lake after himself, and thus Vermont today has Lake Champlain on its western border. Champlain's war party continues on the lake until, on the night of July 29 (1609) about 10:00 p.m., they meet their prey, the Iroquois Indian party. Two canoes are sent to the Iroquois to determine if their party wishes to fight. When the answer is affirmative, both groups withdraw to

gather forces for daylight. The night is one of singing, dancing, and noisemaking for both sides.

The Iroquois number 200 men under the direction of three chiefs. Champlain leads the Algonquin. There is a question as to the actual place of battle. Most historians feel it was one of two places: either Crown Point or Ticonderoga. the battle is a victory for Champlain and his Indians. The result of this is an intense hatred on the part of the Iroquois for the French. This hatred was passed from generation to generation, and years later the British would take advantage of this feeling in their settlement of North America and their struggle against the French for control of the new continent. It is often so in history that events are not isolated but have their effects in far reaching ways.

Lake Champlain is discovered in 1609, but significant settlement will not begin until after the Revolutionary War. The primary reason for this is that the area we now know as Vermont is the site of fierce Indian wars for many years following its discovery. There is a brief period of peace in the 1750's for about fifteen years only to be shattered when the area becomes a battleground first for the French and Indian War and then for the Revolutionary War. Thus for 150 years, Vermont was a territory of warfare. The Indians had a reputation among Europeans for being cruel and savage warriors, enough to strike fear in the bravest of hearts. Few men dared to bring their families to a region of such danger and violence. The buildings erected before 1761 were forts, not homes.

B. **War Activity in Vermont, 1609-1760**

Following Champlain's explorations, the country of France begins to send settlers to colonize the new areas of North America that would later become known as Canada and the United States. When other countries realize what is happening, a race for land and a fight for control ensues. England sends settlers to establish its claims. The interplay between the three groups now in the area — the English, the French, and the Indians — is anything but pleasant. The struggle for control of the new land between the English and the French will ultimately culminate in the French and Indian War.

A major threat to both the French and the English settlers is the Indians. Thus forts are constructed for protection, and many of these forts are along Lake Champlain since this waterway is a major route for Indian war parties. The Iroquois usually followed Lake Champlain to the Richelieu River and then to the St. Lawrence River. The first white man's settlement in Vermont is Fort St. Anne (named in honor of mother of the Virgin) built on Isle La Motte in the lake and completed in July 1666. After serving its purpose, it is abandoned in a few years. Fort St. Anne is also the first observance of Christian worship in the state.

As rivalry between the French, the English, and the ever-threatening Indians increases, so does the number of forts. In 1690 the English try to protect the area on the lake with a fort at Chimney Point. In 1724 Fort Dummer, later to become the town of Brattleboro, is erected to block Indians coming by way of the West River. In 1731 the French erect Fort St. Frederick the former location of Crown Point. This fort (named after Frederick, the French secretary of state) is the largest of the settlements. In 1743 Fort Number Four is constructed at Charleston to block Indian war parties using the more northern streams. Fort Massachusetts is built some years later at North Adams and connected to Fort Number Four with a chain of smaller forts in between. When the struggle for control of

the lake is eventually decided, many of these forts will fall into ruins. One fort, destined to play an important role in this struggle, is Fort Carillon built in 1755. It will later be given the name Ticonderoga. Because of all the Indian warfare, few settlers came to the area of Vermont until 1761.

Meanwhile, the French and the English are escalating their push for control of this area and, in reality, for control of the new continent. Both countries begin a campaign to control the Ohio River Valley. Here is where the effect of Champlain's battle with the Iroquois can be seen. The Iroquois will team up with the English and will make life very miserable for many French settlements.

As the French increase their strength with more forts — one at Niagara, one on the Ohio River called Duquesne, and one at the site of Ticonderoga called Carillon, the English become worried. Added to this is their knowledge that the French commander Montcalm is an excellent leader. The English in 1755 try to capture the fort at Niagara and are badly defeated. In 1756 Montcalm leads the French to victory in capturing the English Fort William Henry and subsequently allows the Indians in his troops to massacre English prisoners. The English rage which has been building now erupts, and England declares war on France (and its Indian allies) in 1756. This war, the French and Indian War, will determine the ownership of the wilderness area. It will also bring many people into this new area, the result of which will be that by the end of the war the entire region between the Connecticut River and Lake Champlain will have been seen and explored. This means settlement in an increased area of what is to become Vermont.

During the French and Indian War Lake Champlain again becomes a battleground. The famous military road from Fort Number Four to Crown Point is completed. Struggle between the English and French is decided with the battle of Montreal in 1760, where the French surrender to the English. The immediate result of this is that England now owns the area from the Mississippi River eastward. This means that control of Lake Champlain also goes to the English, and it is at this point that many French forts are abandoned. Many French retreat to Canada. The direct impact on Vermont is that a flow of settlement into the Lake Champlain Valley begins, because people now feel there will be a period of peace. One historian has speculated that settlement was by a series of groups. First come hunters and trappers, attracted by the richness of the unspoiled wilderness. Next come drifters or individuals needing a place of refuge because they are in trouble or in debt. Young men looking for adventure or for good land come next. Finally families arrive to build farms and start a life in the new land. This last group of settlers became more numerous when peace descends to the valley after the French and Indian War. Little did the pioneers realize that this peace was to be short lived.

Settlers are coming; some of the officers or soldiers who had served in the war decide to stay in this new land with which they had become familiar; England's king decides that a piece of this new territory would make good gifts for advisors, friends, and relatives. The common key here is land: many people want a portion of land to call their own. And this is where the trouble starts that will plague the area to become Vermont from now (1761) until 1791!

The royal colony of New York begins to issue land grants of varying sizes on both sides of the lake to incoming settlers and to officers of the English army. The Champlain Valley and the Connecticut River Valley begin to grow. The problem arises when Benning Wentworth, royal governor of New Hampshire, begins to issue land grants also. The result is that at times Benning Wentworth and the royal

governor of New York are granting the same area of land to different individuals! Thus ensues a battle over which jurisdiction rules Vermont -- that of the "Yorkers" or that of the "Hampshire Granters". Stepping into the drama to defend the titles of the Hampshire Granters will be Ethan Allen and the Green Mountain Boys.

C. **Early Vermonters**

This seems an appropriate place to discuss how the incoming settlers slowly developed a homestead and then in groups developed towns and villages.

The first job was to clear the land. This involved felling the trees and burning them. Today Vermonters prize the lovely forests. It is most likely that the early Vermonter had quite a different opinion of the trees which hindered him at every turn. After clearing space for a rustic shelter, he had to clear an area for a garden, a larger area for fields, a path to the water supply, and later routes for transportation. To the early Vermonter the forests meant an endless amount of work. They also yielded the first cash crop for the pioneers. Some settlers, after burning the trees, soaked the ashes in water and boiled them to produce potash which could be sold to Canada or to towns in southern New England, such as Massachusetts.

It probably took a pioneer from three to four years to create his farm. He might spend the winters at his old home until he was ready to bring in his livestock. As soon as possible, a log cabin would replace the original rough shelter, and probably apple trees would appear. Windows and doorways were covered with huge blankets or deerskins. A common roofing material was bark. A hole might be left in the roof as a chimney or a settler might raise a stone chimney. A typical log cabin had two rooms and loft.

The first crop to be planted, after shelter was provided for and more land was cleared, was corn. Corn could be made into corn meal which constituted a staple food. Other crops to follow included wheat, followed by oats, barley, rye, and buckwheat. Later settlers raised flax and hemp (for clothing) and some tobacco. If more land could be cleared, a small vegetable garden might appear. In building and eating both, an early Vermonter make use of those things naturally available. Nature yielded berries, wild cherries and grapes, butternuts, etc. for a family's table. Sugar was in the form of honey or maple sugar. The meat on most tables was pork, raised and butchered on this farm in the wilderness.

Maple sugaring was as important in early times as it is now. A chip was knocked out of a tree with the use of a gouge or axe. The sap was caught in wooden troughs which were made by cutting basswood trees into logs roughly two feet long and digging out a trench. Probably no sugar house was seen; the boiling was done in an iron kettle over an open fire. The syrup yielded from the long boiling process was not for sale at first; it was the family's sweetening for food. An early social event was the sugar party with dancing, merrymaking, and feasting.

The first maple sugar produced in Vermont by a white man was probably made by an early settler of Bennington -- Captain Samuel Robinson. Records indicate that in March 1752 he made about forty pounds of sugar.

It is to be emphasized that, as in any pioneer effort, the early Vermonters had to make all things they needed. Clothing was made from wool and flax; every home would have a spinning wheel. Candles were made from tallow and lighted the

interiors at night. Mocassins or shoes came from animal skins. Any tools, furniture, or dishes had to be made by hand, usually from wood. Slowly the log cabins filled up with new property. During the long winters men might make wooden tubs or chairs. Kettles, a churn, or even a homemade cradle might be visible in a corner. Dried corn or apples hanging eventually added a decorative touch, and a rustic log cabin became the home of a proud and hardworking family. Instead of total isolation, as at the start, an occasional neighbor or a new family moving in brought some social relief to alleviate the loneliness. As more families came so did changes.

Barn raisings and husking bees were the forerunners of today's picnics and parties. It began to be evident that some of the men in a group could do a better job than others at certain tasks. These talents were in demand and the first carpenters, blacksmiths, cobblers, coopers, etc. appeared. Probably their shop was first their home. When this area grew too small, perhaps they built a small shed or used a part of their farm buildings. Eventually the tradesman had more work than he could handle. He then hired an apprentice to help him. This development was the introduction to the first factory, always built near a river for two reasons. First, waterpower was needed. Secondly, the river offered a means of transportation to get raw materials to the mill in this time of heavily forested land and few roads.

The beginning of manufacturing in Vermont had come. Probably the first factory was a grist mill to grind meal for the settlers and their animals. A sawmill followed.

As the years went on, farmers were able to have larger and more efficient farms. Potatoes and grain and sheep became important money-makers. But the problem of transportation existed, and sacks of potatoes, stacks of grain, and herds of sheep were heavy and/or awkward to transport over long distances. So these farm products were manufactured into more easily transported items. Starch mills appeared, and extra potatoes were turned into starch. Distilleries were built to convert the grain into liquor. Woolen mills appeared to avoid driving sheep long distances.

The early Vermont village was being shaped, and each village lived a remote and independent life of its own, due to geographical reality and transportation inadequacies. This fostered in the Vermonter a spirit of independence, of determination, and of self-sufficiency which showed very clearly in the land struggle over the Hampshire Grants.

D. The New Hampshire Grants

Benning Wentworth is a man whose actions will lead to a Vermont land dispute which rages over forty years. Wentworth is appointed in 1741 as royal governor of New Hampshire. At this point in time England claims the entire New England seacoast as her colonial territory. There is no land designated as Vermont yet. A question exists over the placement of New Hampshire's southern boundary. The area in question is the land between the Merrimac River and the Connecticut River. Massachusetts and New Hampshire are both claiming the area as theirs. When the problem is referred to England for decision, the king rules in favor of New Hampshire, decreeing the boundary line as the Connecticut River. Benning Wentworth immediately assumes control of the towns Massachusetts had established in this region, including the largest settlement of Dummerston.

Wentworth emerges as a man who uses his governorhsip for personal gain and financial advancement. He sees the king's decision in favor of New Hampshire as a chance to increase his personal wealth by selling land grants. Furthermore, he is not satisfied with only the Connecticut River land addition; he decides he wants the Champlain Valley. So, without any authority other than personal decision, Wentworth declares the eastern boundary of New York not to be the Connecticut River but to be a line twenty miles east of the Hudson River. Wentworth's rationale of this boundary demarcation lies in a prior boundary decision by England. England had earlier declared that the line between Connecticut and New York was a line twenty miles east of the Hudson River. The colony of Massachusetts Bay also extended to this twenty-mile line. Wentworth concluded that in view of all this, New Hampshire also would extend to this twenty-mile line. It simply meant, in his mind, that when England is called upon to divide its two royal colonies of New Hampshire and New York, Wentworth's New Hampshire would be the larger of the two by the amount of this new area. (Of course, this new area in dispute will become known as Vermont.) The immediate advantage for Wentworth is an increase in the area from which he could sell land grants and make money. The problem will be that this area of land will be granted to settlers by both New York and New Hampshire, since both claim ownership of it.

To prove his authority in this new region, Governor Wentworth in 1749 grants the township of Bennington to some individuals. This township extends as far as the twenty-mile limit self-designated by scheming Wentworth. New York's Governor Clinton asks Wentworth to revoke the Bennington grant. Clinton, fairly enough, had assumed New York's boundary to be the Connecticut River and thus realizes that Wentworth has granted his land. After a period of correspondence between the two governors, Wentworth implies that he will not make any further grants until the question is resolved. He does exactly the opposite; when 1761 brings peace to the region with the end of the French and Indian War, Wentworth makes a total of 112 additional grants in the fertile Connecticut Valley to settlers and soldiers. Meanwhile New York's governor is honoring the implied agreement of making no land grants until England's decision on the boundary question was made.

Benning Wentworth also blatantly violates the rules drawn up the the English government on how to issue grants. One of these rules is that no land is to be granted until fifty families are ready to settle on it. Many of Wentworth's grants are to speculators who have no intention of having fifty families on it at any point. He also used the land grants to reward his relatives and political friends. Another rule set the size of a township granted to six miles square. Wentworth's land grants are much bigger.

New York's Governor Clinton has little success in persuading Wentworth or England. A gentleman named Cadwallader Colden becomes acting governor of New York and decides that more force is needed. He informs the English Board of Trade of what is going on,and after some investigation, England, in 1764, declares the Connecticut River to be the legal boundary between New York and New Hampshire. This is, of course, good news for New York. As a result, Wentworth's schemes are uncovered,and he is forced to resign. However, the stage has been set for conflict.

As mentioned, many New Hampshire grants were made to speculators who had no intention of providing settlements on the land. By law, any grant not settled within five years becomes invalid, so there is not a major problem with speculator's grants. The problem comes because there were also New Hampshire grants made to hardworking

farmers and families who have fought adversity and constructed cabins and barns which they know as home. Colden is faced with how to handle these land grants that are now his by England's decision.

Also important is the township of Bennington. When Wentworth granted this area we know it extended as far as the twenty-mile line. But a portion of it lay over this line. Wentworth admitted that this portion clearly belongs to New York, but of course he never informed the incoming settlers of this. This area of Bennington will be a center of controversy, for the Yankee farmers know that they have bought, paid for, and worked their land, and their feeling of pride and independence will come ahead of any legal argument or law.

The first evidence of this comes in October, 1769 on James Breakenridge's farm, a farm located in the area beyond the twenty-mile limit. When New York surveyors are sent to this area, Breakenridge, his friend Robinson, and other friends armed with guns meet the surveyors and force them to leave. Governor Colden of New York subsequently calls for the arrest of Breakenridge and Robinson. Much of the blame in fueling the fire of ill will during this initial period can be placed on the Yankee speculators with whom Wentworth had dealt. Those speculators who did sell their land to settlers are shrewd enough to protect their interests. They make the Yankee farmers hate Colden and what he is trying to do. They declare the boundary decision by England did not change anything at all and the farms are still definitely Yankee property. They tell stories of the "terrible" speculators and land hunters in New York, making the Yankee farmers think that New York's higher land fees are an outrage, more evidence of New Yorks' unjust actions. To add to the difficulty, New Hampshire's new governor, Moore, is very ineffective, and there is thus no leadership there to help bring peace between New Hampshire and New York.

The second case of concern comes, still in 1769, when the ejectment suits are filed by New York people against New Hampshire Grants which they claim are theirs. (Actually, the cases are contests between the two colonies for claim of ownership.) News of the ejectment suits reaches Bennington, and the enraged Yankees take action. In January of 1770, a group of Yankee proprietors who have land in Bennington meet together to form a committee and obtain a lawyer to defend the New Hampshire titles. It is at this point that Ethan Allen, a colorful Vermont figure, emerges as a leader.

At this point should be mentioned the dramatic difference between the two royal colonies of New York and New Hampshire. New York is comprised primarily of wealthy, aristocratic upper classes. Land is not sold but is rented to tenants who are clearly considered subordinates to the aristocratic owners. On the other hand is New Hampshire, a group of self-sufficient, independent people whose spirit of determination and equality has been a driving force behind their survival. Even the Yankee dress is different: the rude and rustic garb of the Hampshire Grant versus the elegant, formal dress of the Yorkers. It is not easy for two such opposite groups to try to understand each other and reach a compromise!

New Hampshire now has another governor -- John Wentworth, Berning Wentworth's nephew. He is going to begin to do everything he can to strengthen New Hampshire's claim to the Grants. In June 1770 the case of the ejectment suits is argued, and New Hampshire loses. The court's decision is that there is no proof to show that Benning Wentworth ever had any right to make land grants west of the Connecticut River. Needless to say, farmers of the Grants are in trouble. Ethan Allen returns to Bennington with news of the court's decision. Then action starts!

Eleven towns around Bennington each appoint a committee of public defense and raise a military company. This military company is comprised of "Colonel-Commandment" Ethan Allen and many of his relatives and friends. Thus is born the Green Mountain Boys. The Green Mountain Boys from now on terrorize sheriff's posses, New York surveyors, and New York settlers in their zealous battles to protect the claims of the Grants. They are actually a very effective group. Governor Tyrone of New York is very upset but seems unable to do anything. His appeals to England are in vain; the king does not understand that time is very important. If England had not been so slow or so unworried about the situation, Vermont's history might have been quite different. Tyrone offers rewards for and demands arrests of the Green Mountain Boys, but to no avail. Thus begins a time of constant unrest and discord between the New Hampshire settlers and the New York inhabitants.

At this time Ira Allen, Ethan's brother, emerges to make an influence. His interest is not in military exploits, as is Ethan's, but in hunting, surveying, and exploring. He has purchased land along the Winooski River and realizes what the future potential of this region could be. So he persuades friends in the Green Mountain Boys — his brother Ethan, Zimri Allen, and Remember Baker — to become partners with him in the Onion River Land Company for the purpose of "furnishing stores to start settlement in the towns of Burlington, Williston, Shelburne, Colchester, Essex, and Jericho". The impact of this is that now the Allens must keep the Grants out of New York's control or they will suffer a tremendous personal loss. Ethan Allen will now start to assume control and leadership that is almost akin to that of dictatorship, so much so that when the question of independence finally is settled, this area will be known as "Ethan's Vermont".

The members of the Onion River Land Company buy a considerable amount of land, continue to expel New Yorkers, even build some forts to protect their holdings, and generally prosper quite well. But now the activities of the Green Mountain Boys are going to be interrupted by the Revolutionary War. The settlers in what is now Vermont, just enjoying a brief peace after the French and indian War, are again plunged into conflict, and everything once again becomes subservient to war. The land title problem has not yet been settled by England, and now England's full efforts are directed toward the Revolutionary War.

E. The New Hampshire Grants and The Revolutionary War, Part I: The Battle of Port Ticonderoga and The Invasion of Canada

The land grant dispute of the Allens and the Grants is interrupted by political activity in the surrounding colonies. These colonies, all claimed and governed by England, are beginning to resent the idea of being ruled by a king far across the ocean. To add to the growing discontent, England passes some tax and trade laws which the colonies consider very unfair. In 1765 the Stamp Act is passed by England, and the colonies organize the Sons of Liberty in retaliation. 1768 sees the passing of the Non Importation Agreement and the quartering of British troops in Boston. In 1770 the Boston Massacre reveals the colonists' anger. In 1773 the Boston Tea Party again shows the growing sentiment of opposition against England. When England's response is to close the port of Boston in 1774, the colonies hold a Congress in New York. At this time, the people in the Grants are far too absorbed in their own business to pay any attention to these affairs occurring outside their domain. In fact, Ethan Allen and others form a committee and draft a letter to England officially decreeing that the people of the Grants have decided to "renounce and resist" the government of New York. The Yankees are still limiting their rebellion to New York. However, the battles of Lexington and Concord make

evident the danger from the English. Because the Yankees hate anything or anyone who tries to "run" them, the hatred already felt toward New York now enlarges to a hatred for the tyranny of the English as well. The Green Mountain Boys will make their contribution to Revolutionary War battles, especially on Lake Champlain and at Ticonderoga.

In March, 1775, just a month before the battle of Lexington, there is a meeting of the Onion River Land Company (which is in reality a meeting of the Allens) at Heman Allen's house in Salisbury, Connecticut. The Allens realize that in order to protect their land holdings (and their wealth), they should control Lake Champlain. In order to gain control of the lake, Fort Ticonderoga must be captured. Also, Ethan reasons, if by capturing Ticonderoga supposedly for the American cause, they could gain the support of the Continental Congress, this support might be generalized to the Yankees' fight against New York. When news of the Concord fight reaches the Allens a month later, they decide that the Green Mountain Boys will attempt to capture the fort.

During the following two weeks the leaders are busy rousing and gathering the Green Mountain Boys. Major Gershom Beach manages a feat to which historians give more credit than to Paul Revere's ride. On foot, Beach sets out to round up the men on all the isolated farms. He travels familiar and unknown paths and trails to reach even the farthest outpost. A poem called "The Amorer's Errand" by Julia Dorr commemorates his journey.

The men come from many directions and meet at Castleton. On May 8, 1775, 170 men are assembled at the group's headquarters, the tavern owned by Zadock Remington. Meanwhile other colonies are joining this effort. The Committee of Safety in Connecticut had authorized Heman Allen (a resident of Salisbury, Connecticut) to round up his share of the Green Mountain Boys and had further promised to send expenses for the venture. Connecticut's motive is to help the American cause; that of the Allens is only partly to help the American cause and more importantly to help their own! At this point in time, no colonist or colonial leader is dreaming of a union among the colonies. Each colony is acting independently with no goal of a strong central government in mind. The Allens are worrying that if New York, by itself, shakes off England's yoke, New York might then be a state by itself and present a major problem as far as the land grants are concerned. Massachusetts has also raised a regiment and sent it to Castleton under the command of Captain Benedict Arnold. When he arrives, he demands to take over from Ethan Allen the role of commander for the expedition. Most of the men are friends of Allen and refuse to serve under anyone else. So Allen retains command, but the feud that starts here between Arnold and Allen brews for a long time.

The soldiers leave Castleton, marching to Sudbury, following the old military road through Whiting, going to Shoreham, and ending up two miles north of Fort Ticonderoga on May 9 (1775). Historians have different figures on the size of the group; one fairly common estimate is 240 men. The plans to obtain boats proves unsuccessful, so some of the men proceed. At 4:00 in the morning on May 10 (1775), the men under command of Ethan enter the fort, take it by surprise, and claim it "in the name of the Great Jehovah and the Continental Congress". (There exists a question whether Ethan really uttered this famous quote, but most historians seem to feel he did.) The men capture troops, cannons, ammunition, and supplies. The captured cannons are later transported to Boston and used by Commander-in-Chief George Washington to drive out the British. On May 11, some of the group capture Crown Point. Also in this period of time a small regiment under Amos Callender

captures Fort George, and Samuel Herrick with a group of thirty men take Skenesborough, gaining an officer, a schooner, and several boats.

Ethan Allen now basks in his glory as conqueror. He sends a letter to New York expecting their aid and another letter to Massachusetts requesting their aid in establishing an army and a garrison. Allen also sends news of his magnificent victory to the Continental Congress, fully expecting praise and appreciation, and suggests that an invasion of Canada to gain control of St. John's and Montreal is the next step to fully take away from the English any control over Lake Champlain. On both issues he is disappointed. The Continental Congress is quite upset. The theory of the Congress is that at this point the colonies are only rebelling against laws of the English Parliament, not against England itself. Ethan Allen's advance against Ticonderoga exceeds this and becomes revolt against England. The Congress feels that Ethan's proposed invasion of Canada would be another act of revolt. However, other influential people agree with Allen on the necessity of a Canadian invasion, and from that pressure Congress relents and gives Major General Schuyler of the American Army orders to command Fort Ticonderoga and to invade Canada to seize St. John's and Montreal. The Congress also acts to officially raise a regiment of Green Mountain Boys. Seth Warner, not Ethan Allen, is voted by delegates to be the commander. Delegates may have thought Ethan to be too impetuous or too dictatorial for the job. Seth Warner's Green Mountain Boys will be part of Schuyler's campaign to Canada, and Ethan will be one of the soldiers. But while on the Canadian campaign, he decides to take Montreal on his own with a small force of his loyal followers. The result: Ethan Allen is captured in September, 1775 and is not freed for three years. Thus he disappears from the scene until 1778.

The Canadian invasion ends with the battle of Montreal, a decisive defeat for Schuyler's American forces. The English in Canada, under General Carleton, follow the retreat of the Americans with the intention of destroying the American fleet and capturing Ticonderoga in order to gain control of Lake Champlain. England's war strategy is for Carleton to cut off the New England colonies, and in so doing, cripple the total colonial rebellion.

In Lake Champlain, near the southern end of South Hero, lies Valcour Island. The American fleet is under the command of an able seaman and brillant soldier none other than Allen's foe himself, Benedict Arnold. Hidden under cover of Valcour Island, Arnold and his fleet lie in wait for Carleton's troops and on October 11 (1775) sight them. For five hours the two sides battle. Both sides lose ships and men, but the Americans are in worse condition. At night the British withdraw to anchor across the channel, thinking that doing so will prevent the Americans' escape. Arnold does escape during the night, but he loses valuable time by being forced to stop for repairs at Schuyler's Island, twelve miles south of Valcour. When the British approach again on October 14 (1775), the battle is definitely an American defeat. But Arnold has accomplished something valuable; he has delayed the British in their aim to reach Fort Ticonderoga. They decide it is too near winter to launch a campaign now so Carleton leads the army back to Canada. Arnold has given the Americans both summer and winter to make preparations for defense.

F. The New Hampshire Grants and The Revolutionary War, Part II: The Dorset Convention and The Battle of Bennington

An event that occurs at the start of 1776 shows the power of the Allens, and that is the Dorset Convention. Not all Yankees are supporters of Allen and his

Green Mountain Boys, yet Allen has assumed and lets others assume that he is the spokesman for all. In reality, the Grants are clearly divided in opinion between the men east of the mountains and the men west of the mountains. The men west of the mountains are chiefly the Green Mountain Boys. On January 16, 1776 the Green Mountain Boys hold a convention at Deacon Cephas Kent's tavern in Dorset. It is decided at this convention to send representatives to the Continental Congress. The agents appointed are James Breakenridge, Heman Allen, and Jonas Fay. It is further decided to present to the Congress a petition stating that soldiers will do their duty as inhabitants of the New Hampshire Grants. This wording in reality renounces any and all association with New York.

On July 24 (1776) the group reconvenes to hear Heman Allen's report of his reception by the Continental Congress when he had presented the petition. No delegates from towns east of the mountain are present. Heman reports that he had withdrawn the petition on Congress' advice. He also reports that Congress' advice was that the inhabitants of the Grants should act together. In actuality, the Congress had urged that the Grants unite with New York, but of course Heman hates to repeat that news exactly! So the group decides that the idea of "acting together" means organizing the Grants in a separate "district". (The word "state" at this point might arouse too much emotion.) A delegation is sent to the eastern Connecticut Valley to give its towns an opportunity to join. Simultaneously, a decision is made that every member of this new "association" would sign his name as evidence of joining and that those who did not join would be enemies of the Grants and treated as such. (No doubt that treatment would be administered under supervision of the Allens' followers.)

At the next meeting on September 25, forty-four delegates are present representing twenty-five towns west of the mountains and twelve delegates are present representing eight towns east of the mountains. It is decided to go ahead further with plans for independence. At this point it becomes very clear that certain landowners (those following the Allens) need to make certain that there is not a union with New York in order to protect their land titles, and to accomplish this they are building a political machine molded to their personal advantage. The Convention certainly is not representative of the opinion of the Grants as a whole. Numbers show it is clearly a minority of the people attending the convention, and none of the delegates attending have been elected by vote. Some delegates are even from uninhabited areas! It certainly is not the voice of the people speaking here in the early stages of Vermont's independence, rather it is the voice of a chosen few. It is also important to remember that the actions of this Convention are not correlated in any way with the actions of the Continental Congress.

On January 15, 1777 there is another meeting. Delegates attend from only seven towns west of the mountains and eleven towns in the eastern region. These delegates push ahead to draft a declaration of independence. (New York is naturally becoming increasingly upset.) The delegates decide that the name for their new state will be New Connecticut and send their proposed declaration to the Continental Congress. The fact that the Continental Congress does not act upon the matter until June 30 (1777) becomes important. We cannot forget that the Revolutionary War is going on at this same time, and the threat of the English is increasing as Burgoyne sails up Lake Champlain.

Also at this time, New York does something which probably unites the Yankees in the Grants more than even the Allens' manipulation has. It makes a new constitution which is set up on the principle of electoral districts. The new format completely disregards the individual towns and their rights. Imagine the

consternation of the independent Yankees who consider their individual towns as sacred! To make matters worse, some of these districts are arranged so they overlap the western side of the Grants. Under New York's new constitution, the right to vote is limited to men who possess a minimum estate of 100 pounds. Any ruling based on wealth or favoring the aristocrat is bound to anger the Yankee character. Thus, the provisions of the new constitution convince many that union with New York is impossible and independence is the answer. At the next meeting of the Convention, in June (1777), there is a definite increase in the number of delegates. Seventy-two men are present, and thirty-seven of the group are from the (previously hostile) eastern Connecticut Valley. It is decided that on July 2 the group will meet again and draft a constitution for the new state. The Continental Congress, when it meets on June 30, is going to reject the petition of the Yankees to form an independent state, but since this news does not reach them by July 2, the group continues on and is not at all affected by this decision!

The meeting on July 2 is less fully attended because of war threat from Burgoyne's advancement up the lake. The proposed constitution is being read when news arrives that Burgoyne has taken Ticonderoga. Worried for their families and farms, many delegates are ready to rush home. But, according to history, at that moment a severe thunderstorm breaks out which makes exit impossible and assures the work of the Convention will be done. The delegates do finish the constitution and change the name of their state from New Connecticut to Vermont. Twelve men are appointed to a Council of Safety for the purpose of ruling Vermont. The date now is July 11, 1777.

Again the Revolutionary War intervenes to dictate events. Americans retreating from Fort Ticonderoga are badly beaten at Hubbardton and are fleeing in panic everywhere. Burgoyne has increased the people's fright by declaring that he would turn the Indians against all those who do not align themselves with the English. Thus the first concern for Vermont's new Council of Safety is to raise troops to protect the Champlain country. With no money and no credit, how can this possibly be done? Ira Allen comes to the rescue with a plan to seize and sell the goods of any person not swearing allegiance to Vermont. The money was used to raise an army commanded by Colonel Samuel Herrick. Incidentally, two of the Champlain Islands -- North Hero and South Hero — are named for early Vermont heroes Samuel Herrick and Ethan Allen.

Meanwhile, Seth Warner, commander of the Green Mountain regiment, is trying to summon his troops together. He is informed by his commander General Schuyler to also summon the militia of New Hampshire and Massachusetts, which he does. New Hampshire sends its men headed by John Stark. Schuyler's men are not idle during this waiting period. They are breaking up roads, destroying bridges, and felling trees in order to block paths and impede Burgoyne's army. Burgoyne, in fact, is becoming discouraged at his shortage of supplies and his slow progress. He is aware that Bennington is a center for supplies for Schuyler's troops and decides to attack there.

It is now August, 1777. On August 7, New Hampshire's John Stark arrives at Manchester with 800 men. Seth Warner meets him there with 140 men. On August 9, Stark and Warner with their troops reach Bennington. The Vermont Council of Safety has moved to Bennington to be at the center of activity. Attacks are delayed due to bad rainstorms. The English and Americans finally meet in battle on August 16 (1777). The English during the Revolutionary War hire German (Hessian) soldiers as part of their troops, and it is a German regiment under command of Baum that the Americans face at Bennington. The Germans spread themselves out in small groups,

and this is a key factor in the American victory. The battle lasts for two hours. The victorious General Stark then receives word that another German colonel with 600 soldiers is approaching. The American soldiers have already fought for two hours in sweltering heat. They are exhausted and unable to hold off the attackers. But rescue arrives in the form of a fresh regiment of Seth Warner's Green Mountain troops. It is this group that fights off the second German attack and protects the American victory. Two well-known Vermonters are killed here: Jesse Warner (Seth's brother) and John Fay. The American victory at Bennington leaves Burgoyne in worse trouble. With no way to get supplies and with his men discouraged, he will surrender on October 17, 1777.

With the battle of Bennington on August 16, 1777, Vermont's activity in the Revolutionary War comes to an end. Seth Warner, such a competent leader during the battle, dies on December 26, 1784 at the age of forty-two. Vermont now turns its attention to implementing its new constitution and running the new state.

G. Vermont After Its Part in The Revolutionary War, 1777-1779

As already mentioned, on July 2, 1777 the delegates to the Convention had written and read aloud a proposed constitution for the new state. The first election is held on March 3, 1778 with Thomas Chittenden elected as governor, Joseph Marsh as lieutenant governor, Thomas Chandler Jr. as secretary, and Ira Allen as treasurer. The first session of the Legislative Assembly follows on March 12 (1778). It should not be suggested that things are going smoothly. There is considerable dissent about the new constitution. Not all the delegates are happy with the new government. Not all Yankees are in favor of the new state.

On June 3, 1778, when the Legislative Assembly reconvenes, Ethan Allen is back on the scene. He was exchanged for a English prisoner of war. As before, he is still concerned about the profits of the Onion River Land Company, and he now sees the new state as a vehicle for validating the land titles. He assumes leadership of the Assembly and is soon back to his old tricks. He enforces with zeal the law allowing for seizure of property belonging to individuals branded as enemies of the new state. That law previously covered only movable property; it now includes the entire estate. Ethan makes certain he is one of the five members on a commission to try suspected persons and subsequently seize the estates of those guilty.

There are sixteen towns in New Hampshire that now request permission to join the new state of Vermont. To understand why, some background is necessary. On the western side of the river are three men who are steadily becoming more influential and more powerful -- Colonel Olcott of Norwich, Colonel Marsh of Hartford, and Colonel Bayley of Newbury. On the eastern side of the river another gentleman, Reverend Eleazar Wheelock, is attracting a group of followers. His motives for his actions stem from his position as president of Dartmouth College. His aim is to strengthen the college, and he realizes that separation of the eastern side of the valley from the western side would definitely lessen the college's strength. He will thus decide to unite with the new state. Also a factor in this decision is the dislike of these four men and others for the leaders in the coastal towns of New Hampshire. The government constructed after the Revolutionary War left power in the hands of only a few (the leaders of the larger coastal towns) and took away the smaller towns' representation in assembly. So, under the guidance of these four men, sixteen unhappy New Hampshire towns ask to join Vermont. The governor of New Hampshire, now Meschech Weare, shows his displeasure at this action of secession

by sending a letter to Thomas Chittenden (Vermont's governor) intimating he might use force against Vermont and join with New York in attempting to defeat Vermont's plans for independence if the towns are granted their wish. The upset Chittenden turns the matter over to Ethan Allen.

Ethan Allen arrives at the Continental Congress and promptly seeks out the delegate from New Hampshire, Bartlett. Ethan makes a deal with Bartlett to return the towns to New Hampshire on the condition that Governor Weare will help Vermont in its bid for statehood. No doubt Ethan is personally delighted, for this will rid him of those four troublesome men who are threatening his power and influence. Having made the bargain, Ethan returns to the Vermont Legislature with the job of convincing delegates to reject the petition of the sixteen towns. He accomplishes this by using the argument of the danger of a New York - New Hampshire alliance against Vermont. On February 12, 1779, the Vermont Legislature declares a definite end to the possibility of the sixteen towns uniting with Vermont.

With Vermont's decision official, the sixteen towns which were refused entry air their anger through decisive action by Bayley, Olcott, Marsh, and Wheelock. Representatives of the sixteen towns travel to the New Hampshire Legislature to urge delegates to once again assert its rightful claim to Vermont (based on the land title question). New York has not given up on its claim to jurisdiction of Vermont. At this same time, Massachusetts revives its claim to southern Vermont. Thus the new state, weak naturally in its new role, is caught up in arguments with New York, Massachusetts, New Hampshire, and the Continental Congress. In addition, within the boundaries of the new state itself is argument. People argue whether this new state is legitimate or not. People argue about where the right boundaries are. Some people in Vermont still consider themselves Yorkers and resent the Green Mountain Boys. As a third dimension, it is 1779 and Americans are till battling the British on Lake Champlain. Thus, to say that the year of 1779 is a turbulent, confused, and unsettled year for new Vermont is an understatement. Ethan Allen is virtually a dictator, so much so that the state gains the nickname of "Ethan's Vermont".

H. Vermont Becomes Independent

The year of 1779 was a rough one indeed for young, struggling Vermont, and at the beginning of 1780 the prospects seem no brighter for "Ethan's Vermont". In view of all the conflict and controversy, the Continental Congress refuses to recognize Vermont as a state. There are two main reasons for this. One is certainly the pressure from New Hampshire, New York, and Massachusetts. The second stems from worry about western lands. The states of Virginia, North Carolina, South Carolina, Georgia, Connecticut, and New York all claim ownership of large land areas in the region north of Ohio and east of Mississippi. Delegates from these states think that if Vermont is chipped out of New York with approval of the Continental Congress, a precedent may be set which could result in loss of western land by their states. At this point in time the ties of unity are still extremely weak, and each state generally looks at its own selfish interests and acts according to its own advantage. Of course, the Congress' refusal to sanction Vermont's statehood displeases Ethan and his followers. They even cook up a scheme of joining the British Empire instead of becoming a province of Canada! (Anything to gain independence.) This proves unsuccessful.

In 1784 Ethan Allen gets married and withdraws somewhat from politics. The following year he meets the French Consul-General whose name is Hector St. John de

Crevecoeur. The Frenchman is extremely impressed with Vermont and even plans that he and his children will become citizens of this lovely place. It is due to his persuasion that three villages in Vermont are named after Frenchmen: St. Johnsbury after himself; Danville after Duc d'Anville, and Vergennes after a French minister.

Ethan Allen's marriage has decreased his political involvement. Ira Allen's power is waning under the increasing influence of Isaac Tichenor, a gentleman working his way up politically. In fact, from here on the Allens have very little to do with the politics of Vermont's struggle for independence. It is others who carry out what they started.

The Continental Congress, very weak at this point (1784), has decided the best policy for difficult matters is ignoring them, and this is what it does with the question of Vermont independence. This attitude suits Vermonters just fine right now. For one thing, the federated states under jurisdiction of the Congress are faced with an enormous war debt to pay off, and Vermont escapes this responsibility. Secondly, people are moving in from the other New England states to build homes and farms on Vermont's cheap, fertile land so the state is growing even without the Congress' approval. Thirdly, landowners in Vermont realize that as long as Vermont is on its own (unrecognized by the Congress) no central court can create trouble about the still unresolved land ownership dispute. So Vermont, by itself, contentedly grows and develops. In 1784 the first state post office is established, and in 1785 Vermont begins minting copper coins.

1788 brings a change. It is in this year that the Continental Congress receives official word that its new Constitution as been ratified by the necessary eleven states and can become the law of the land. With that assurance, the Congress will begin to gain strength and respect as a governing body. Kentucky asks to be admitted to the new United States as the fourteenth state. New York is dismayed at this, for it firmly does not want the south to gain any more power. New York is also very anxious to have the capitol of the new nation within its boundaries and is afraid that Kentucky might upset this plan. So New York decides that it is better to have Vermont in the union than Kentucky. In February, 1789 (the same month and year that Ethan Allen dies) the Assembly passes an act agreeing that Vermont (not Kentucky) be admitted as the fourteenth state. The Senate refuses to pass it. In July, another act agreeing to Vermont's admittance is introduced,and this time it is passed. A copy is sent to Vermont's Governor Chittenden for state approval.

Vermonters are excited; the prospect of becoming part of the United States now appeals to most. The new constitution has helped to get rid of the Continental Congress' weakness, and the new president is George Washington, a man admired by Vermonters. But one factor is a major point of concern. As part of the United States, Vermont will be under the jurisdiction of the new Supreme Court. This Supreme Court may rule unfavorably in the dispute over the land grants. This is resolved by Vermont by payment to New York land owners so that it can buy all the land titles in question. Vermont pays New York a total of $30,000, and on March 4, 1891 Vermont joins the United States as the fourteenth state.

IV. VERMONT HISTORY, SUPPLEMENT

A. Timeline

This timeline details significant events from 1609 - 1791.

1609	- Champlain discovers Lake Champlain -- Battle with Iroquois Indians who lose and hate French as a result
1666	- First white settlement, Fort St. Anne, Isle la Motte
1724	- Fort Dummer built
1731	- Fort St.Frederick built
1743	- Fort Number Four built
1755	- Fort Carillon (Ticonderoga) built
1756	- French and Indian War starts
1761	- French and Indian War ends -- England controls land -- Settlement in Vermont begins
1741-1764	- Benning Wentworth is governor of New Hampshire
1749	- Wentworth grants Bennington
1769	- Incident on James Breckenridge's farm -- Nine ejectment suits against New Hampshire by New York
1770	- Ejectment suits in court; New Hampshire loses -- Green Mountain Boys started under Ethan Allen
1775 (April)	- Battles of Lexington and Concord
1775 (May)	- Green Mountain Boys capture Fort Ticonderoga
1775 (September)	- Battle of Montreal -- Ethan Allen captured
1775 (October)	- Battle of Valcour Island
1776 (January)	- Dorset Convention first meeting: send delegates to Congress as members of Hampshire Grants
1776 (July)	- (Dorset Convention) second meeting: delegates return -- Decision to form separate "district" -- Send representative to eastern Connecticut Valley to see if people want to join
1776 (September)	- Third meeting: go further ahead with plans for independence -- Twenty-five towns west of mountains and eight towns east of mountains are represented

1777 (January) - Fourth meeting: write a declaration of independence to send to Congress -- Name of New Connecticut is selected -- New York writes a new constitution which angers residents and increases support for Vermont's independence

1777 (June) - Fifth meeting: discuss independence — Decide to meet again to make constitution -- This time seventy-two men are present, thirty-seven from eastern Connecticut Valley

1777 (June 30) - Continental Congress meets and rejects petition of independence but news doesn't reach Vermont by its next meeting.

1777 (July 2) - Sixth meeting: write a constitution — Name of Vermont is selected -- Significant thunderstorm

1777 (August) - Battle of Bennington -- Vermont ends its part in the war activity and turns to running its new state

1778 (March 3) - First election

1778 (March 12) - First session of Legislative Assembly

1778 (June) - Second session of Legislative Assembly -- Ethan Allen is back — He will use new state to validate his land titles

1778 (June and rest of year) - Sixteen towns in New Hampshire request to join Vermont — Governor of New Hampshire is angry and threatens to use force against Vermont as well as join with New York to defeat Vermont's plans for independence -- So Ethan Allen persuades New Hampshire delegates that Vermont will return sixteen towns if New Hampshire will help Vermont become independent

1779 - Rough year -- Continuing Revolutionary War -- Continuing land dispute -- Towns in New Hampshire angered due to rejection

1779 - Congress refuses to recognize Vermont and just ignores it -- Ethan Allen tries to join Canada -- Settlement in Vermont continues and the state grows

1781 - Revolutionary War ends -- United States of America born — Continental Congress is government

1784 - First post office

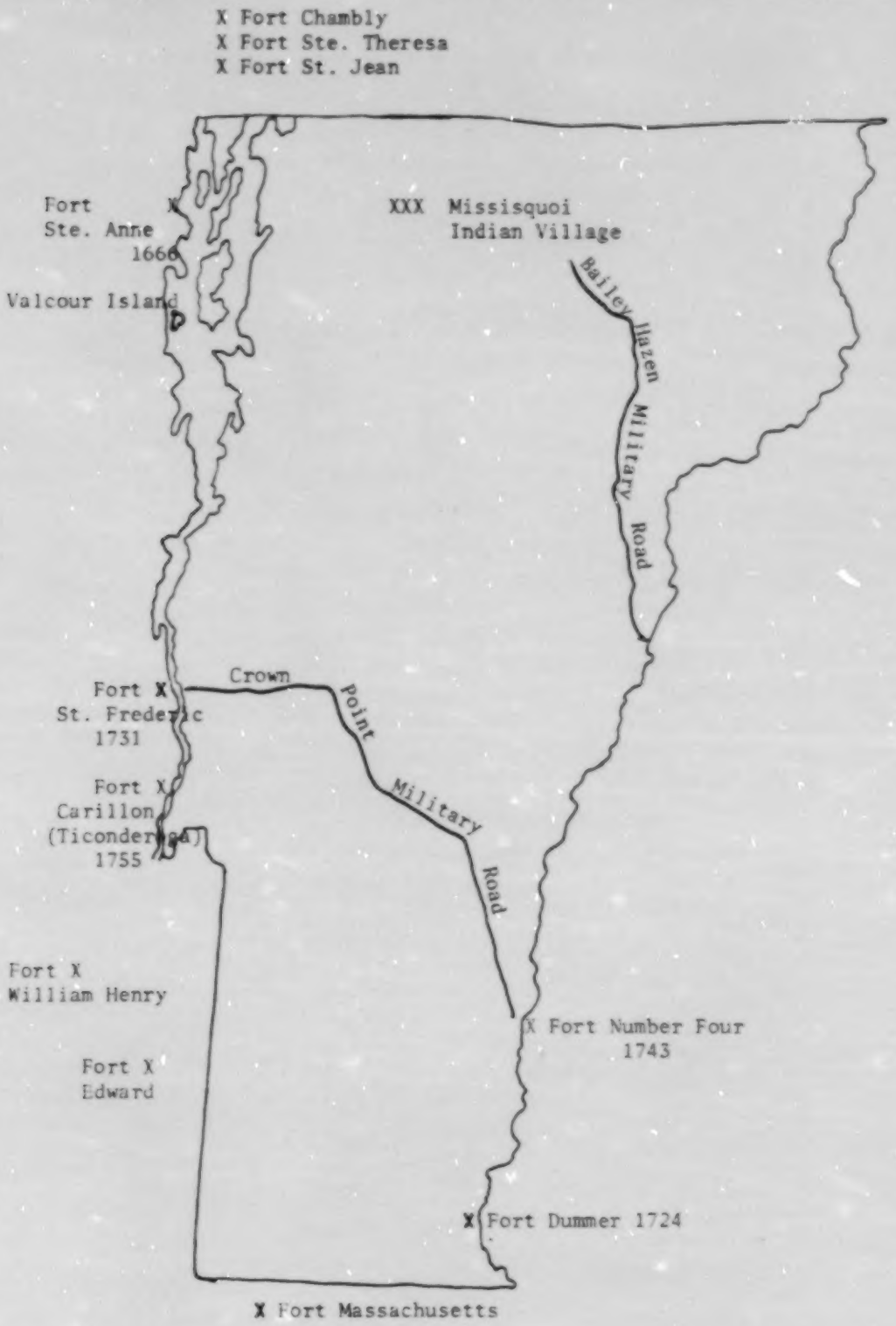
1785 - Vermont starts minting copper coins

1788 - Continental Congress decides to let Vermont in and sends copy of decision to Vermont's Governor Chittenden

1791 - Vermont pays New York $30,000 for land titles in dispute

1791 (March 4) - Vermont becomes the fourteenth state of United States

B. Map of French and English Forts: This map shows the placement of the earliest forts in the French-English-Indian conflict.



C. **Report of Samuel de Champlain**

Samuel de Champlain (1567-1635) was born in Hiers Brouage and rose to fame as an explorer for the country of France. In 1599 he made his first voyage to the New World, landing at the West Indies and Spanish America, claiming the land for his sovereign King Henry IV of France. Four years later in 1603 Champlain made his first trip to North America and sailed down the St. Lawrence River as far as the Lachine Rapids. A 1604 expedition from France to North America had Champlain among the crew in the position of geographer and cartographer. In this function he explored the Bay of Fundy and the New England coast as far south as Massachusetts.

During the 1500-1600's many European explorers were sailing across the Atlantic Ocean in search of a Northwest Passage to Asia's silks and spices. On some of these trips, Frenchmen discovered the new land's wealth in furs and forests. French merchants were very enthused about the vast new resource of fur, and lively fur trade with the Indians was established. Champlain was instrumental in getting trading posts established along the St. Lawrence River, and in so doing he made friends of the Alconquin and Huron Indians of the region. Champlain, unlike some of the other explorers, realized that the fur trade was an important but not the singular reason for developing this area. He felt the real strength of this area lay in strong, permanent colonies and spent much effort trying to make homes in the new land.

France maintained its fur trade and slowly colonized the area now known as Canada, then named New France, and in 1608 Champlain sailed to the region as its lieutenant governor. In that same year he founded the first European settlement. Having made friends with the Alconquin Indians of the region in his fur trading days, he helped them in thier wars against the enemy Iroquois Indians of the New York area. It was to find these Indians that he undertook an expedition in 1609 during which he discovered the lake in Vermont which today bears his name. Two years later he built a trading post at Montreal, and make Lake Ontario of the Great Lakes his next focus of exploration. In 1629 some English raiders captured the settlement of Quebec and took Champlain prisoner. When he was released in 1632, he returned to New France as its governor and ruled until his death.

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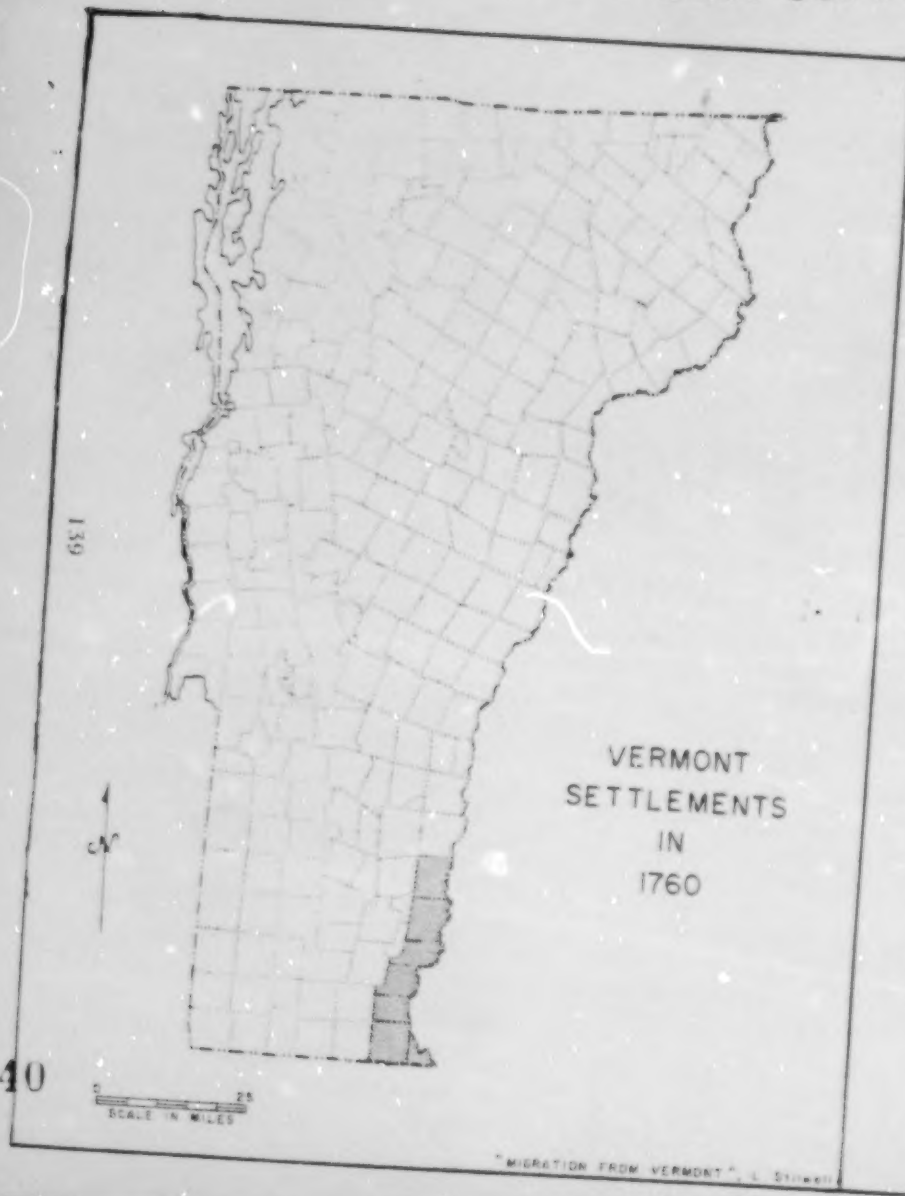

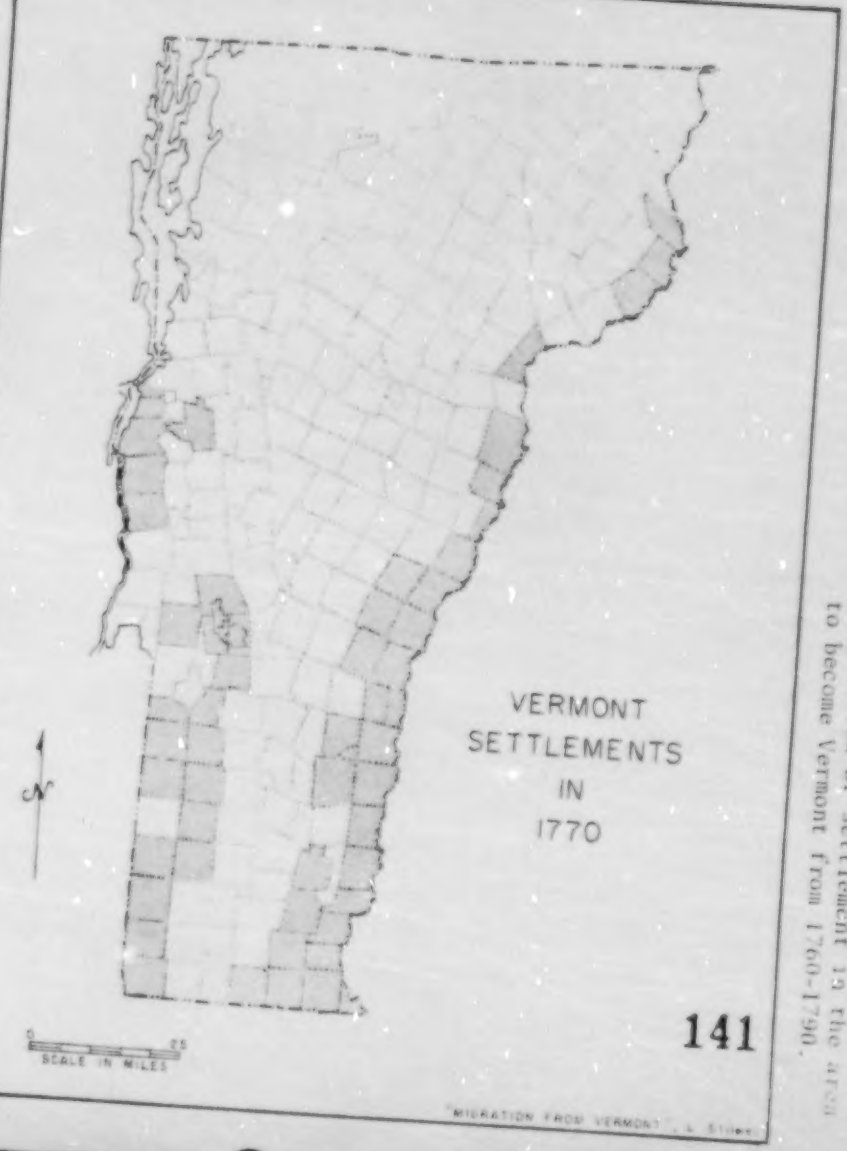

9. Map of Vermont Settlement 1760-1790: This series of four maps shows the progression of settlement in the area to become Vermont from 1760-1790.

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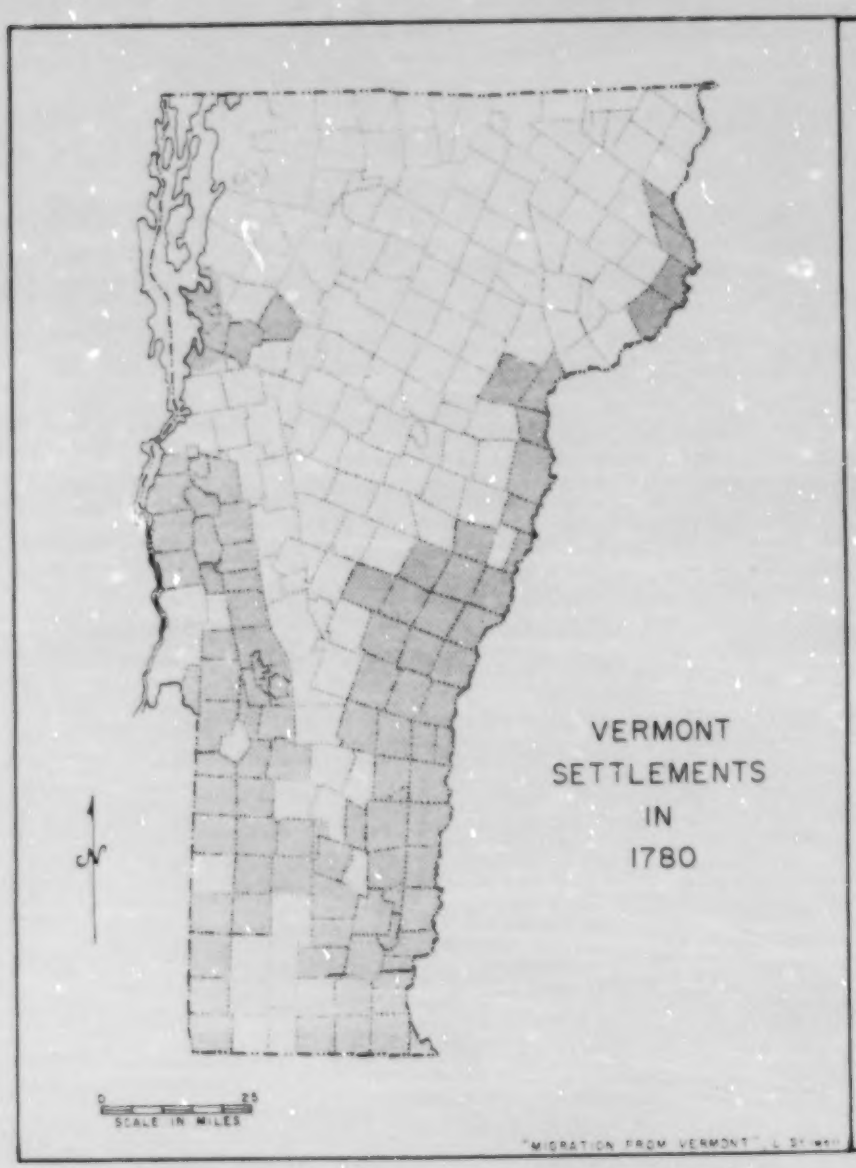

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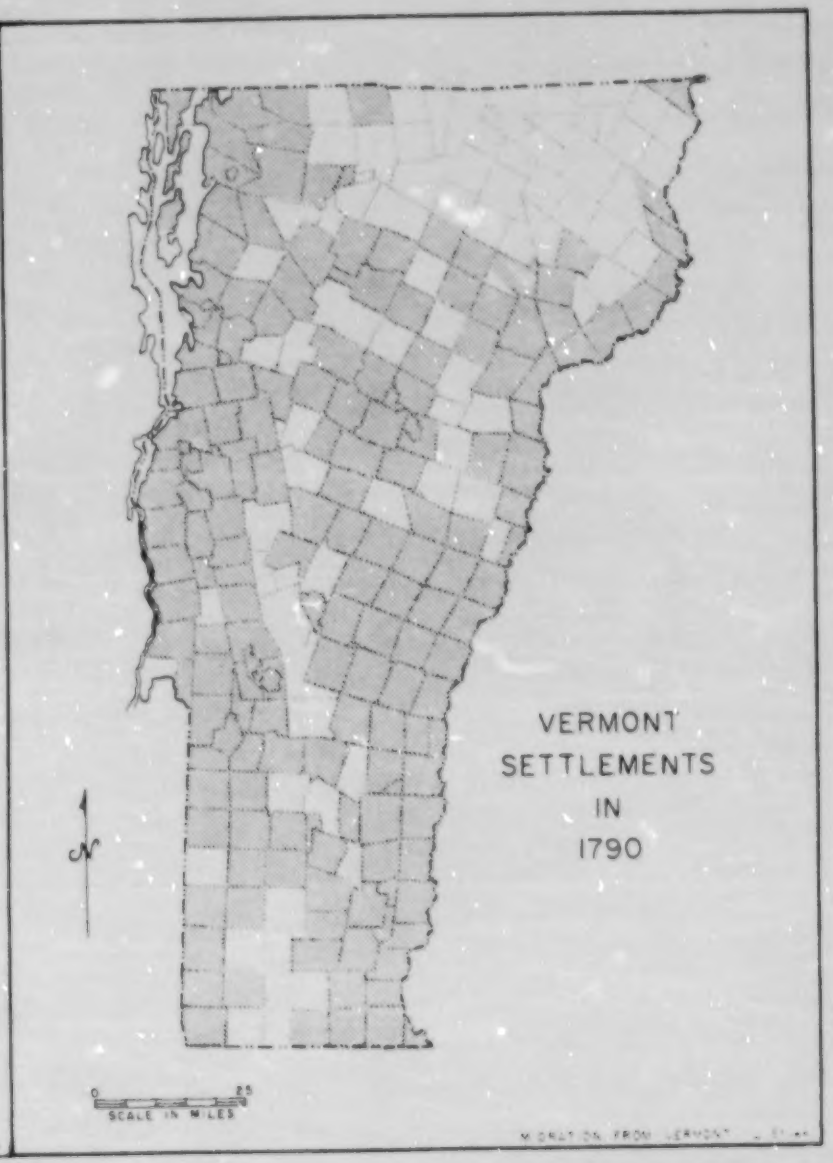

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L. Map of the Making of Vermont 1760-1777: This maps shows settlements and forts in Vermont made between 1760 and 1777.

F. How to Do It Fact Sheets

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How To Do It
CRAFTS SECTION

"Receipts" for the Classroom Dye Pot

"For 20 yds. full cloth,
Fill your boiler and add
1 Peck of shumake [sumac]
½ Peck white oak bark
½ Peck alder twigs
4 oz. nutgalls, 1½ lb. Allum
Then dip your cloth 3 hours
Darken with Coperass"

from an old dye book,
Ruth Finley, *Old Patchwork Quilts*

"A pail full of lye, with a piece of coprass half as big as a hen's egg boiled in it will produce a fine nankeen color which will never fade."

from the receipt book of Sophia Grove
Rutland, Vermont

There is no hard and fast rule for making dyes, though in most cases the raw materials must be heated to release their colors. In my classroom experimentation, I produced about 30 dye samples from materials collected in the fields and around the house and I got 30 soft, beautiful colors. In general, this is what I did. I put plenty of raw materials into a glass or enamel pot and added plenty of water and some thing to serve as a mordant. A mordant is a dyesetter, something to bring out and hold the color. I have used alum, rusty nails, salt, vinegar, baking soda, sulphur, iron, cream of tartar and chrome.

FOR EXPERIMENTATION YOU WILL NEED:

Containers - china, glass or enamel ware.

Source of heat - hot plate or electric frying pan.

Materials to be dyed - washed, unspun sheep wool, white yarn, linen and cotton cloth, blown or boiled eggs, etc.

Dye sources - wild or garden plants, seeds, nuts, berries, household items, copper pennies, etc.

Mordants - alum, chrome, salt, etc. (see above)

Indigo -
Polygonum Tinctorium

Indigo -
Indigotera Tinctoria
Pea Family

Madder - Rubia Tinctorum
Bedstraw Family

SOME PROCEDURES AND "RECEIPTS" WHICH I HAVE FOUND SUCCESSFUL:

1. **Ask students to bring from home:** coffee, tea, vegetable juices (beet, spinach, etc.), onion skins, spices, flowers from gardens (with permission), and other things which they think might produce colors.

2. **Make an expedition to collect wild plants, in season** (See list of suggestions.) Consult tree and flower guides, or a plant expert beforehand, or take along a botanically-minded parent or community member. Some plants, such as poison ivy, should **not** be collected and **no** protected wild flowers should be picked. When plants have been identified and collected, those which can be dried may be hung in bunches in the classroom.

3. **Speculate about colors which can be produced.** Before using a dye source, ask students to guess what color it will produce. Will it be the same as that of the source? Students may record their procedures in a notebook to help them repeat successful experiments. Colonial women had just such precious notebooks, which they guarded closely.

4. **Demonstrate the necessity of "setting" a color.** Dye pieces of cloth without using a mordant. Do they fade in bright light? Wash out? Different mordants produce different colors from the same dye. Test this out. Length of time for cooking dyes or simmering and soaking materials are other variables with which to experiment.

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5. **Try the following recipes and make up others.** If the amounts seem vague, that is as it should be. Dyeing with natural dyes is an adventure. Each time one is used, it produces a slightly different shade.

To make a soft orange color:

Dig a few roots of the bloodroot plant, which blooms abundantly in New Hampshire and Vermont in the spring, and can be identified later by its large and distinctive leaves.

Wash roots and cover with water.

Add some alum and salt.

Boil for a long time, adding water as needed.

Cool, remove roots and add **wet**, washed wool or other materials to be dyed.

Simmer **(never boil)** for a long time and then rinse in cold water.

Simmer again, if color is too pale.

Dry wool, yarn, etc. **slowly, in the shade.**

To make a nice yellow color:

- Boil a pot of dried onion skins in water with salt and alum added.
- Proceed as above.

To make a soft old rose color:

- Pick a potful of frost grapes. (Concord grapes will do nearly as well.)
- Cover with water, add salt and alum.
- Cook for quite awhile.
- Proceed as above.

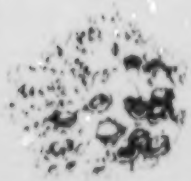
To make blue/green:

- Put pennies or other copper material in a jar.
- Add ammonia, full strength, and the material to be dyed, and cover.
- Stir **carefully** once a day. **Ammonia can be injurious to the eyes!**
- Allow to stand for many days. The color will deepen.

SOME OF THE MANY DYE SOURCES AROUND US

Season	Name	Part needed	Mordant	Color
SPRING	Bloodroot	roots	alum	red-orange
	Bracken	fiddle heads	alum	yellow/green
	Sumac	young shoots	none needed	tan to dark brown
	Apple tree	bark	alum	gold
	White birch	inner bark	alum	red
	Dandelion	fresh roots	chrome	cream green
AUTUMN	Frost grapes	fruit	alum	rose to violet
	Sumac	berries	alum	yellow to gray-tan
	Field asters	flowers	chrome	soft gold
	(tiny white)	flowers	alum	rich yellow
	Tomatoes	vine	alum	light yellow
	Zinnias	heads	alum	yellow
	Golden rod	flowers in bud	chrome	orange
	Butternuts	green hulls	alum (iron pot)	almost black
ANYTIME	Blood root	roots	alum	pink
	Tea and coffee		alum	tan to brown
	Turmeric		alum	deep yellow
	Onion	papery skins	alum	yellow-orange
	Copper coin, etc.		none	blue/green
	Rock lichen	whole plant	none	brownish orange

Weed - Isatis Tinctoria
Mustard Family



Lichen Parmelia
Conspersa

Logwood - Haematoxylon
Tree bark was used for dye
Pea Family

Bibliography

Schetky, Ethel Jane McD., *Dye Plants and Dyeing-A Handbook*, Brooklyn Botanical Gardens, 800 Washington Ave., Brooklyn, N.Y. 11225, $1.25

First choice! Recipes and interesting sidelights on dyeing.

Adrosko, Rita, *Natural Dyes, Home Dyeing*, Dover, $2.00

Good for history and background of dyeing. Many recipes.

Contributed by: Mrs. Helen Magoon, Thetford Elementary School (grade 4), Thetford, Vermont

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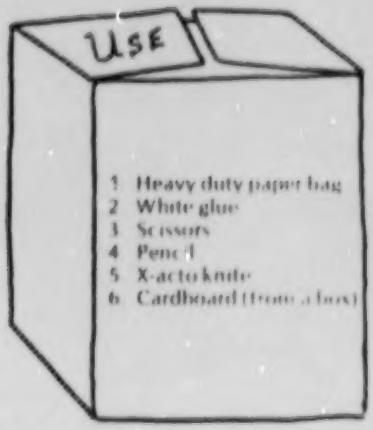
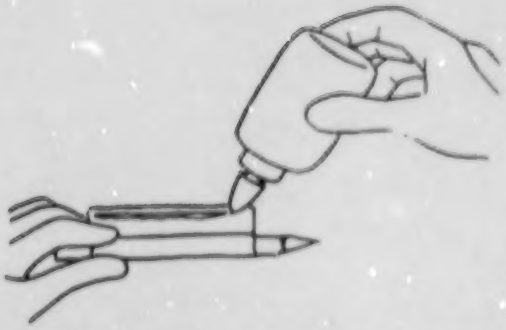
How To Do It
CRAFTS SECTION

Building With Logs

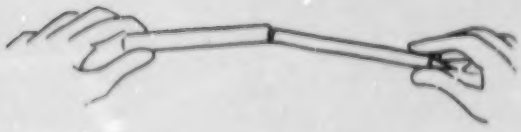


Cut out many small rectangular pieces of paper from the bag. (The width of each piece should be the length of the proposed log.)

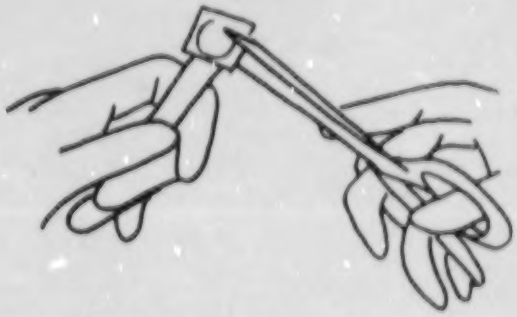


Glue the end of the paper and then rub it a few times along the surface of the table to make it stick more quickly and securely.

Roll the paper tightly around a pencil (the width of the paper lying along the length of the pencil.)



Pull the pencil out



Cap the ends by cutting out tiny squares of paper, glueing them to the ends and, when dry, trimming them.

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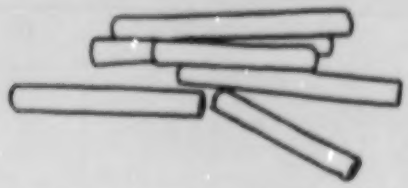
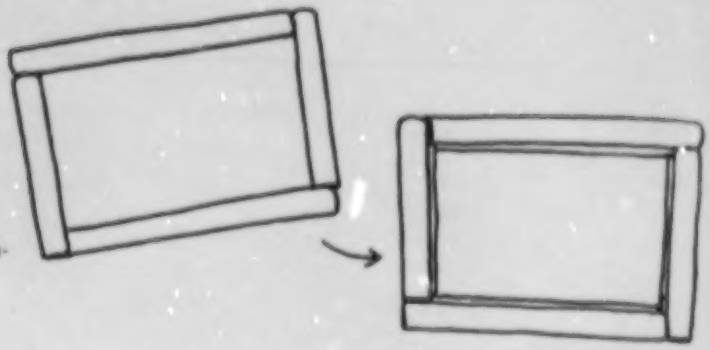
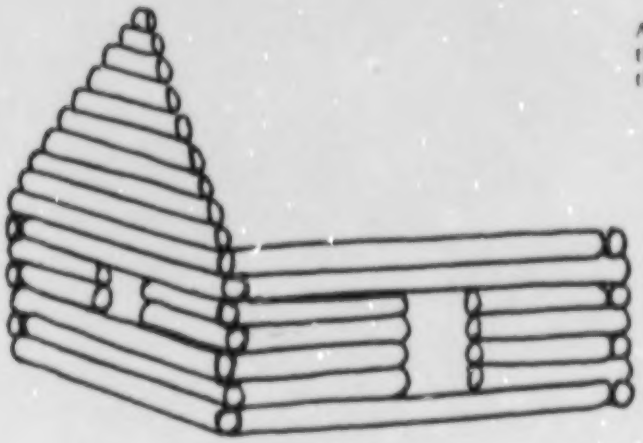
How To Do It
CRAFTS SECTION



Make a pile of logs before beginning the foundation



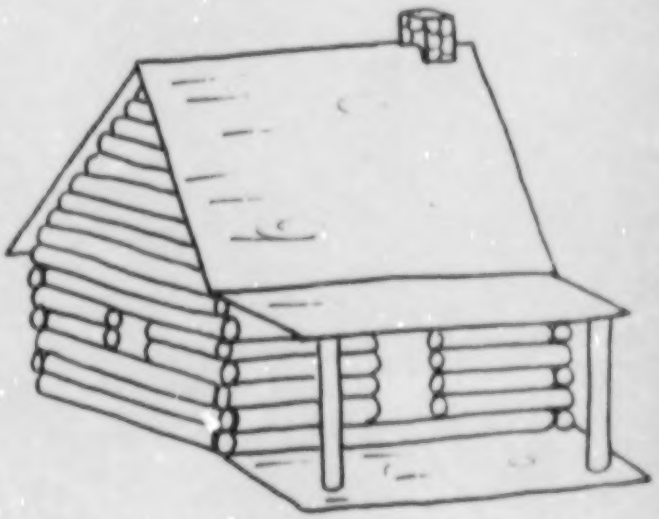
Arrange the logs as pictured and glue. Note how the ends are placed. The 3rd layer will match the 1st, the 4th will match the 2nd and so on.



Note how the logs on the upper sides decrease in size. These can be made in this way or glued together and then cut with an X-acto knife into the over-all shape.

Some of the logs may be made shorter to allow for the doors and windows.

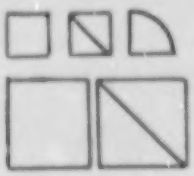
Here a cardboard roof, porch and chimney were added and boards and stones created with the help of felt pens.
But the possibilities for different kinds of log houses are limitless.



With a little imagination logs can be used to build a ranch, a fort and stockade, a whole village or town complete with different log houses, church, shops, fences, wells, bridges, etc.

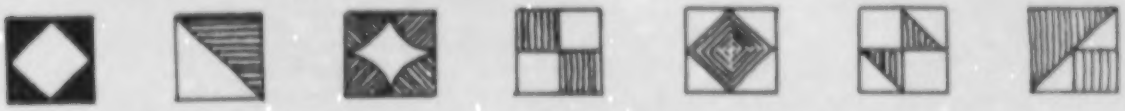
Patchwork and Quiltmaking

Materials Needed: Card stock, light tag board, construction paper or felt in 5 colors. Cut for each student (or group of students) or have students cut.
(accuracy in cutting makes the activity more satisfying)

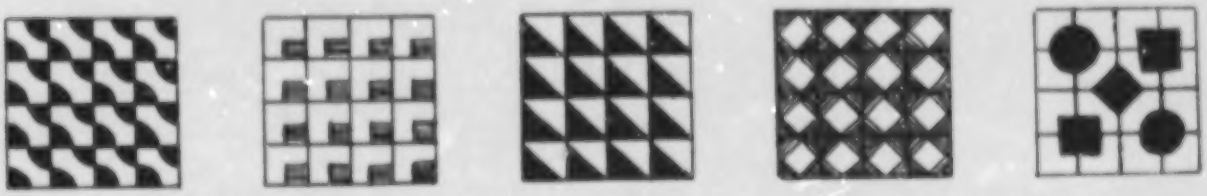


16 4" squares (preferably white)
32 2" squares
64 2" quarter circles
16 4" triangles (cut 4" square diagonally)
64 2" triangles (cut 2" square diagonally)

Have students use one of the 16 4" squares at a time and see how many different patterns they can make by putting the other shapes on the white squares.



When they have a combination they like, they should make same pattern on all 16 white squares and put them together to make an overall pattern:



Now try making patterns on 9 white squares:

Have students look in *Quilts: Story Books of the Past* or in quilting books (available at most town libraries) to see if any of the patterns they have put together have names. Or let them make up names for their patterns and write paragraphs about the reasons for the names chosen.

After the patch has been planned, students may want to:

1. Paste it on a backing of tag board to make a poster to hang in the classroom or a room at home.
2. Draw the pattern on a large sheet of paper or poster board and color it.
3. Cut shapes from sticky tape or Contact paper and arrange them in patterns on cloth or tag board backgrounds. Contact comes in many different colors and prints and is an attractive material for non-sewers to use.
4. Make the shapes in cloth and sew a pillow top.
5. Make a 4-patch pot holder.

   Cut eight 4" squares from scraps of cotton material or piece together triangles or smaller squares to make eight 4" squares. Sew four of the patches together for the top and the other four together for the bottom, with ¼" seams.

   Cut two thicknesses of outing flannel or other filler to fit the top and bottom.

   Put all three parts (top, filler and bottom) together and tie with yarn in the middle of each square and the middle of the holder.

   Bind with bias binding or a piece of material cut on the bias, or finish with overcase or blanket stitch. (See *Nimble Needles*, page B45.)

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Have students decide on a design appropriate to their interests and skills.

Some ideas to get the class started:

1. Squares of unbleached muslin may be colored with wax crayons and then ironed between sheets of brown paper with a WARM iron to make colors permanent, and then pieced together
2. Squares of unbleached muslin may be embroidered with yarn or embroidery cotton after a design has been drawn in pencil
3. Each member of the class may bring in scraps of material which can be cut into patch work pieces similar to those used in PLAN-A-PATCH or pieced together in different shapes for a crazy quilt. (In making a crazy quilt it will be easier if each student makes a crazy patch to be pieced together but it is possible to make the whole quilt one big "crazy patch.")
4. A "one-patch quilt" may be made by using one large piece of material (perhaps a bed sheet) and drawing a design on it which may be colored, appliqued, embroidered, or pieced together and then appliqued on the large piece

An overall theme can add interest.

1. "Activities of our Town" (each student chooses one)
2. "Friendship Quilt" (names of student on each block in some decorative manner)
3. "State Map" in which counties are colored, appliqued or pieced together
4. ETC. the list is endless.

GENERAL DIRECTIONS FOR ASSEMBLING A QUILT:

Have students decide on the size of the quilt, the size of the individual patches, and the total number of patches they will need. Plan what the class will do with the quilt when it is finished.

Materials:

Quilt Top
Filling (flannel blanket or quilt bats)
Material for Backing (plain colored bed sheet or sufficient material purchased by the yard to cover back and bind)
Yarn for Tying
Scissors, Needles and Thread

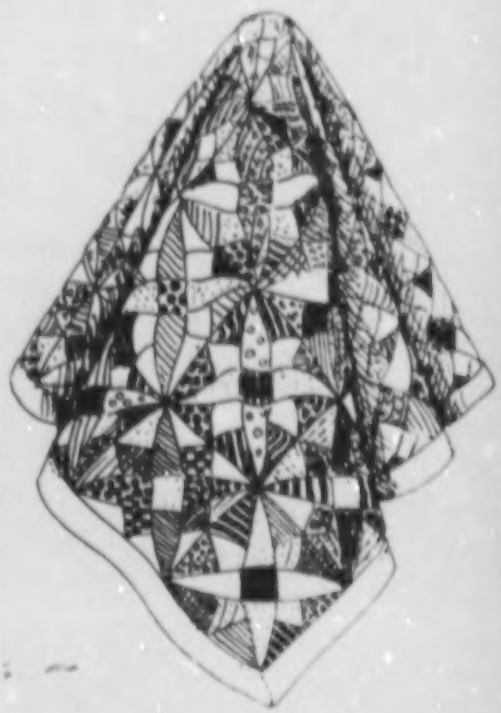
1. Make the quilt top according to the plan worked out by the class. (Refer to books on quilt making for more detailed directions.)

2. Place backing on a flat surface (push desks together to make a large enough surface), lay filling on top of backing and finally add the quilt top.

3. Tie all three layers together at intervals with yarn. As a substitute for the quilting frame used by experts, arrange a square of desks in one area of the classroom. Place the quilt on top of the desks, weighting it down on the edges to keep it in place. Divide students into two groups, one to work above and one under the quilt. Topside group will put needle threaded with yarn through the quilt, bottom group will return needle, and top group will tie yarn in a square knot, cut, and repeat the process.

4. Finish the quilt by binding with a strip of backing material, or plan backing material large enough so it may be folded over edge of top and sewed down.

5. Make a permanent label for the quilt giving date, place, class and names of makers.



How To Do It
CRAFTS SECTION

The Hornbook

The hornbook was not really a book at all, but a piece of board with paper glued to it, which was covered with a piece of transparent horn. The horn was held in place by a thin strip of metal all around the edge. These "books" were very tiny and had a hole in the handle so they could be hung around a child's neck. Some were five inches long and only two inches wide; others were four inches long and three inches wide! The books had only one page. On this page were printed the alphabet, vowels, some syllables, and the Lord's Prayer! From this one page, pioneer children learned to sound their letters and to read. The primer and the spelling book came after the child had mastered this.

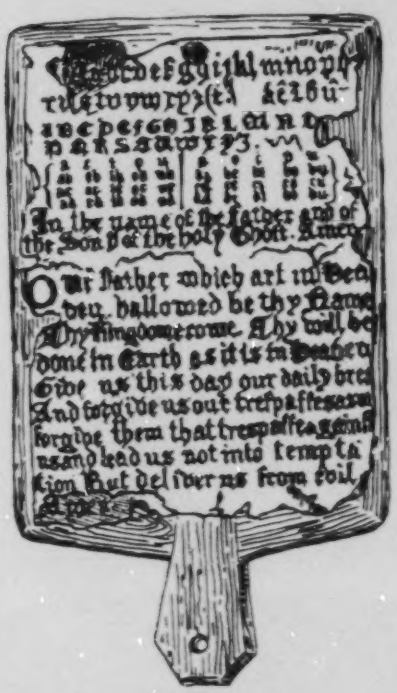
To Make Your Own Hornbook

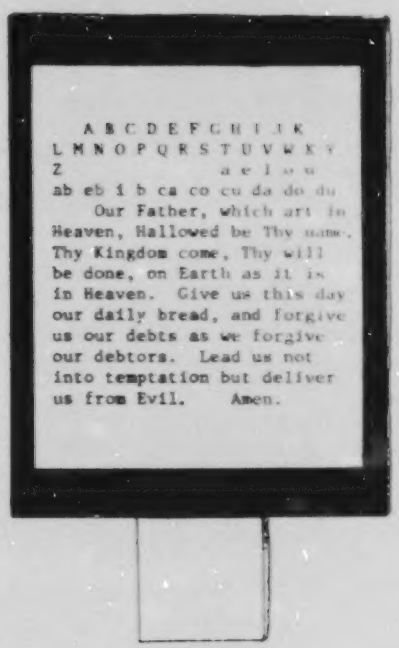
Materials:

Glue
Black or dark plastic tape
Heavy cardboard
Saran wrap or clear Contact paper

Procedure:

Trace the hornbook pattern on a piece of heavy cardboard and cut it out. Copy your page from the pattern or make up your own. Paste your page to the cardboard. Use saran wrap or clear contact (instead of transparent horn) to keep your page from getting soiled. Use tape to secure the edges.


In the name of the father and of
the Son & of the holy Ghost. Amen
Our father which art in heaven
hallowed be thy name
Thy kingdome come Thy will be
done in Earth as it is in heaven
Give us this day our daily bre
And forgive us our trespasses as
forgive them that trespasse against
us and lead us not into tempta
tion But deliver us from evil
Amen


A B C D E F G H I J K
L M N O P Q R S T U V W X Y
Z
a e i o u
ab eb i b ca co cu da do du
Our Father, which art in
Heaven, Hallowed be Thy name.
Thy Kingdom come, Thy will
be done, on Earth as it is
in Heaven. Give us this day
our daily bread, and forgive
us our debts as we forgive
our debtors. Lead us not
into temptation but deliver
us from Evil. Amen.

Old-Time Recipes

BREADS & BISCUITS

Johnny cake (journey cake) Scald one pint of milk and put to three pints of Indian meal and half pint of flour. Bake before fire. OR

Scald with milk two thirds of the Indian meal or wet two thirds with boiling water, add salt, molasses and shortening. Work up with cold water pretty stiff and bake as above.

New England Cookery 1808

Indian Slapjacks One quart of milk, one pint of Indian meal, four eggs, four spoons of flour, little fat, beat together, bake on griddles or fry in dry pan, or bake in a pan which has been rubbed with suet, lard or butter.

American Cookery 1796

Rye 'n' injun Take about 2 quarts of Indian meal and scald it, then add as much rye meal, 1 cup molasses, ½ pint of lively yeast; let it stand from 1 to 2 hours, till it rises, then bake it about 2 hours.

Economical Housekeeper 1845

(Modern version - 1 cup hot milk, 2 tbsp. shortening, 2 tsp. salt, ½ cup cornmeal, 1 cake or package of yeast in ½ cup warm milk, 1 cup rye flour, 2½-3 cups all-purpose flour. Combine first 4 ingredients. Add dissolved yeast, rye flour, and enough of all-purpose flour to knead well. Let rise to double, about 1 hour. Punch down and shape into 8 rolls or 2 round cakes. Let rise to almost double. Bake at 375 degrees.)

Brown Bread Rub into one quart of flour, 1 teaspoonful of cream tartar, dissolve 2 teaspoons full of saleratus (baking soda) in water & put together with half a coffee cup of molasses & a teaspoon of salt, and sufficient sour milk to mix it very soft. (If no sour or buttermilk use 2 tsp. baking powder.) Bake in slow oven (350 degrees).

Sophia Ingersoll Ms. 1808

Tavern Biscuit To one pound of flour, add half a pound of sugar, half a pound of butter, some mace and nutmeg powdered, and a glass of brandy or wine; wet it with milk, and when well kneaded, roll it thin, cut in shapes, and bake it quickly.

Sally Dunlap Ms. 1795

(Modern version - ½ cup sugar, ½ cup butter, ¼ tsp. mace, ¼ tsp. nutmeg. Cream together well. Add ¼ cup brandy or milk and 1½ cups flour. When well kneaded, roll thin, cut and bake in quick (375 - 400 degree oven.)

STAPLE DISHES - Corn, Beans & Pumpkins

Hasty pudding or loblolly Boil cornmeal in almost equal parts with milk or water.

Suppawn Make a thick mixture of cornmeal and milk, to be eaten hot or cold from the pot. When cool, it may be sliced and fried in deep fat.

Mush Make a thinner mixture of cornmeal and milk, to be eaten with sweetened fruit, molasses or maple sugar.

Samp porridge Cook cornmeal for a long time (up to 3 days) with meats and vegetables. If simmered long enough, it will be thick enough that it may come away from the pot in one chunk.

Baked Beans Soak a quantity of beans overnight. Put in a bean pot. Add molasses, salt, saltpork or meat fat. Bake for a long time in a slow oven.

Succotash (Sukquttahhash) Boil corn and beans (of any kind) together, with seasonings, for as long as is necessary. Meat may be added.

Baked pumpkin Remove the seeds. Place whole shell in water in a shallow pan. Bake in oven. Serve whole with cream poured into the center.

STAPLE DISHES - Meat & fowl

An excellent Hotch Potch Stew pease, lettuce and onions, in a very little water, with a beef or hambone. While doing this, fry some mutton or lamb steaks, seasoned, of a nice brown. Three quarters of an hour before dinner put the steaks into a stew pan, and the vegetables over: stew them, and serve them all together in a tureen.

Another Hotch Potch Knuckle of veal, and a scrag of mutton, stewed with vegetables, as above.

A New System of Domestic Cookery 1807

To Boil Eels The small ones are best. Do them in a small quantity of water, with a good deal of parsley, which should be served with them and the liquor. Serve chopped parsley and butter for sauce.

The American Domestic Cookery 1822

To Broil Shad Take a fresh shad, salt and pepper it well, broil half an hour, make a smoke of small chips while broiling. When done, add butter and wine if agreeable. Salmon or any other kind of fresh fish may be prepared in the same manner.

New American Cookery 1805

To Stew Wild Fowl Half roast a wild duck, etc. Then cut it into bits. When cold, put it into a stew pan, with a sufficient quantity of beef gravy, and let it stew till tender. Then thicken it with burnt butter, and serve it up altogether with sippets within the sides, and lemon sliced on the rim of the dish.

The Frugal Housewife 1772

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How To Do It
CRAFTS SECTION

PUDDINGS & SWEETS

A Tasty Indian Pudding Three pints scalded milk, seven spoons fine Indian meal, stir well together while hot, let stand till cooled, add four eggs, half pound raisins, four ounces of butter, spice, sugar. Bake four hours.

New American Cookery 1805

(For modern version, see *Joy of Cooking*, Rombauer)

Boiled Custard Put a stick of cinnamon to one quart of milk, boil well, add six eggs, two spoons of rose-water (Rose Essence, available from druggist), bake.

New American Cookery 1805

To Bake Christmas Cookey To three pounds flour, sprinkle a tea cup of fine powdered coriander seed, rub in one pound butter, and one and one half pound sugar, dissolve three teaspoons of pearl ash (baking powder) in a tea cup of milk. Knead all together well, roll three quarters of an inch thick and cut or stamp into shape and size you please. Bake slowly fifteen or twenty minutes; tho' hard and dry at first, it put into an earthen pot and dry cellar, or damp room, they will be finer, softer and better, when six months old.

American Cookery 1796

Jumbles

½ lb. sugar — 2 lbs. flour
6 oz. sugar — 2 eggs
¾ lb. butter

The Jumbles to be rolled in part of the sugar & baked on buttered papers.

Wonders 1 spoon of sugar, 1 of butter, 1 of milk and 1 egg & flour to roll well.

Sponge cake 1½ pound sugar, 15 oz. flour, 15 eggs, 1 lemon, 1 teaspoon salt.

Sweetmeats Dip orange or lemon peel, sliced thin, or raisins, into egg white and then into sugar. Dry.

Sophia Ingersoll Ms. 1808

Peppermint Drops Pound and sift 4 ozs. of double refined sugar, beat it with the whites of 2 eggs till perfectly smooth. Then add 6 drops of oil of peppermint, beat it well and drop on white paper and dry at a distance from the fire. (Bake at 250 degrees.)

Sally Dunlop Ms. 1795

BEVERAGES

Switchel 1 tsp. dry ginger, 1 cup molasses, ½ cup vinegar, 3 quarts cold water. Rub ginger drop by drop with the molasses. Add vinegar and water. Stir well. (Proportions of ingredients may be altered to taste, and brown or white sugar added.)

To Make Coffee Milk Boil a dessert spoonful of ground coffee, in nearly a pint of milk, a quarter of an hour, then put into it a shaving or two of isinglass and clear it. Let it boil a few minutes and set it on the side of the fire to grow fine.

A New System of Domestic Cookery 1807

INVALID FARE

Water Gruel #1 Steep ground oatmeal all night in water, strain it the next day and boil it with a blade of mace, and when it is enough, and having some raisins or currants that have been infused in a pot of seething water, mix this with the gruel when it is enough, with a little wine and a little sugar.

Household Dictionary 1746

FOODS FOR TRAVELERS

Nokake or Noolick "It is Indian corn parched in the hot ashes . . . beaten to powder, put into a long leatherne bag . . . out of which they take three spoonfuls a day."

(Modern version - Use meal ground from dried corn parched in a low oven (200 degrees) or parch commercial corn meal in a heavy iron skillet over a low flame. Keep in a waterproof bag and carry it on a "journey." When hungry, take a small quantity (1 tsp.) of meal before drinking from a safe water source, or mix with snow in winter and water in summer. DO NOT eat too much at one time, for it swells in the stomach!

To Make "Pocket Soup" Take a piece of meat, a leg of veal is very good. Remove skin and fat and boil it gently in a quantity of water 'til the liquid will make a strong jelly, when it is cold. Pour the liquid into baking cups, which set in a shallow pan of water in the oven. Bake until very thick. Turn out on a clean surface and allow to sit until quite dry and hard. To eat, break off a portion and add to water into which parched corn meal may be stirred.

DRIED OR PRESERVED FOODS

To Dry Fruits Cut apples or peaches into thin slivers, or core apples and cut into rings. String rings on pole or dowel, or on cord hung between pegs or nails. Spread slices on boards or trays. Place in front of fire, in sun, or other warm place till fruit is brown and rubbery. Spread berries on trays to dry. When completely dry, store in bags for winter use in breads, puddings, pies and sauces.

To Dry Vegetables Remove seeds from Pumpkins. Cut shell and rind in thin strips. Dry in warm place or slow oven for use in pies, puddings, stew and mince meat. Thread string beans on a cord with a large needle. Hang to dry.

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Pioneer Dolls

Basic Equipment and Materials:
Heads: hard, unspotted apple, nuts
Bodies: stick; wire; green stick; wood chips; corn cob
Hair: yarn, corn silk; wool; cotton; hair; fur

knife drill cloth thread needle
glue string seeds beads scissors
paint paintbrush cloves lemon juice

Equipment and materials needed are dependent upon the type of head or body being made.

Corn Cob Doll

Apple Heads: Peel apple. Carve eyes, nose and mouth. Dip into lemon juice or white vinegar. Poke stick into neck. Prop to dry. It must touch nothing. Dry about 3 weeks. Or dry in 250° oven 3-4 hours. Natural drying is preferred. Hair and eyes are glued on after drying.

Nut Heads: Bake nuts and seeds in 200° oven for ½ hour or more to kill insects. Either plan to glue onto cob body or drill hole for stick or wire body. Paint or glue seeds, beads, or cloth on face. Glue on hair.

Acorn Doll

Stick Bodies: Whittle stick to fit hole in head. Glue. Tie green stick (more pliable) or wire around body for arms. Wrap stick or wire with cloth strips to form body and arms. Hands may be made like mittens. Movable bodies are made by drilling holes at the joints. Green sticks can be pierced by large needle. Tie joints together with string. Waxed string is preferred.

Corn Cob Body and Head: Carve out neck ½ inch below end of cob. Fashion head as desired.

Corn Cob Body for Nut Heads: Cut large end to make flat surface to glue the head on.

Corn Cob and Nut Head Doll

Clothing: Dress as desired. A simple pattern: Cut cloth in half circle. Sew straight edge with running stitch. Pull thread until cloth bunches around the neck. Drape as desired.

Pull thread to bunch cloth

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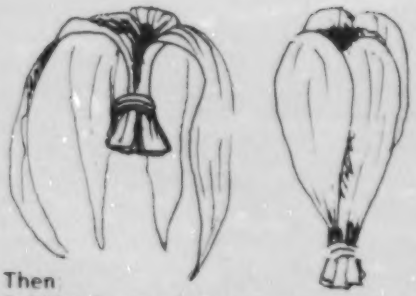
How To Do It
CRAFTS SECTION

Cornhusk Dolls

What you need: Dry husks of 2 or 3 ears of corn. Soak, drain and keep damp in wet towels.
Scissors
Needle and thread
¼" - 1" diameter bead
Match stick
Thin wire
Wire cutter

First:
Cut 4 strips of corn husk ½" wide. Gather ends with wire.



Then
Fold back over the gathered part. Gather the loose ends. Tie. Trim. Make 3 of these puffs. 2 for arms, 1 for the torso.

Insert match stick in hole in bead. Cover bead with glue. Then cover with a cornhusk. Gather with a wire at the neck.

With a figure 8 motion wire together the head and arms.

Thread your needle through the loops of the 3rd puff. Draw tight at the neck.

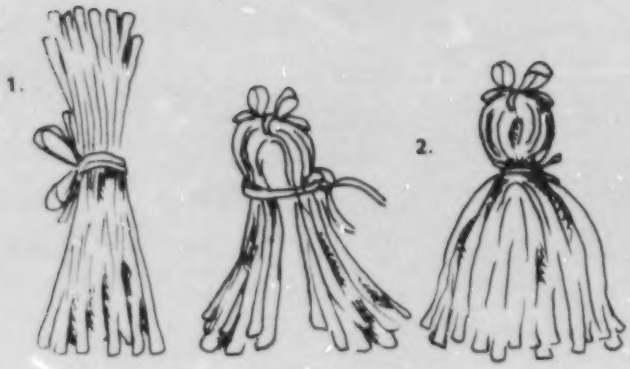
Wind a husk strip around neck and cross over the torso. This makes a bodice.

Take a large wad of husks for skirt. Insert torso in center onward.

Wind wire around wad and torso. Fold husks back over wire.

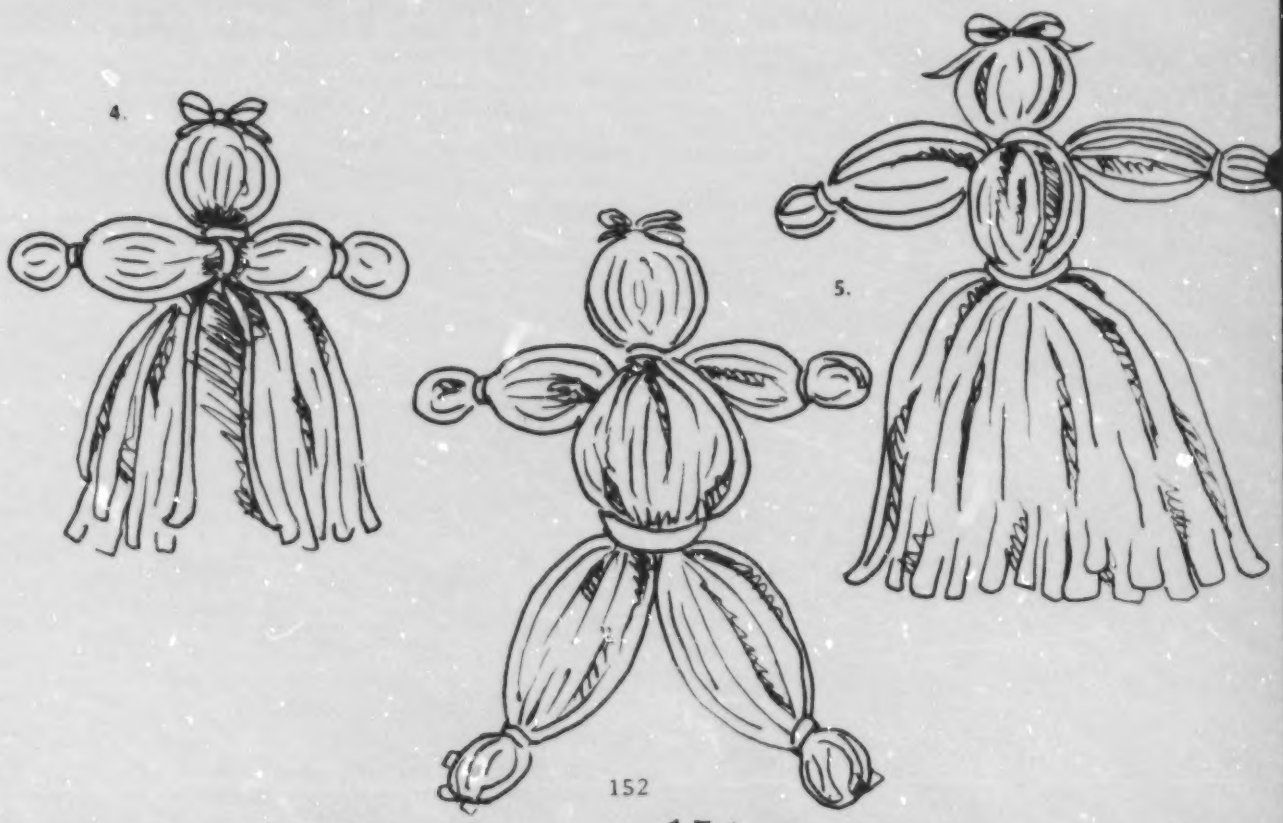
Trim hem of skirt. Tie a thread around hem till dry, or separate into two parts for pant legs. Wrap thread at ankles, glue on corn silk for hair. Draw eyes and mouth with marking pen.

Yarn Dolls



Large yarn dolls are easier than smaller ones. The amount of yarn used depends on the weight of the yarn; you will have to experiment.

1. Take 20-24 strands of yarn 16 inches long and tie in the middle.
2. Fold the yarn in half and tie with wool about one inch from the top to make the head.
3. Wind yarn around an 8 inch cardboard 10-12 times. Slip off the cardboard and tie in the middle and then at the ends to form the hands. Trim the ends.
4. Slip the arms into the center just below the head and tie in place. This tie will be the waist. If you are making a girl doll you are finished except for trimming the skirt.
5. If you are making a boy doll, separate the skirt yarn and make legs by tying at the bottom and trimming.



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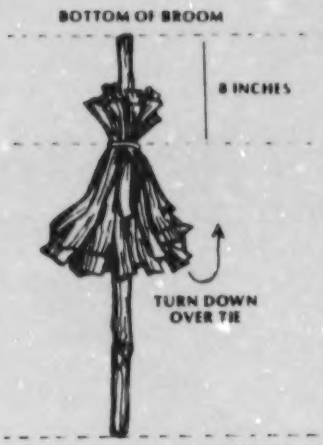
Brooms



Cornshuck

Equipment:

Stick for handle — about 4 ft. long
Dried corn husks (or corn shucks) — soaked
String

Procedure:

1. Gather a large bunch of husks together
2. Tie tightly around handle about 8 inches from end. Have long ends of husks hanging down toward long end of handle.
3. Fold long ends of husks carefully over tied part.
4. Tie tightly near short end of stick.
5. Trim broom.

Birch Splinter

Equipment:

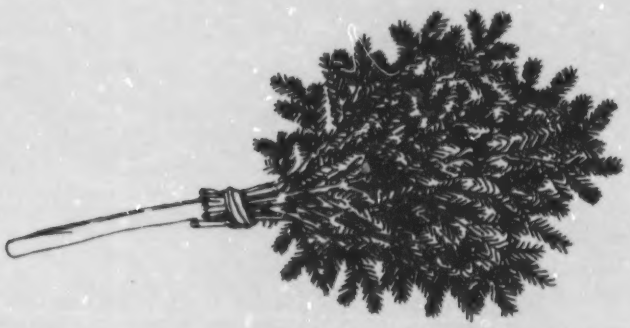
Birch log — 6 foot long by 5 inches diameter to make full size broom. Whisk broom may be made by using smaller log of birch or hickory.

Jack knife.

Procedure:

1. Peel bark off log.
2. Start at one end and cut fine slivers of wood back for 14 inches. Do not cut slivers off! Upper ends should be attached.
3. Start about 30 inches from loose ends of slivered wood. Cut slivers in opposite direction — stop 1 inch from lower slivers.
4. Keep slivering until remaining core is the correct size for handle.
5. Bend upper slivers down over lower slivers and tie into place.
6. Trim excess wood from upper part of handle.
7. Trim base of broom.

Birch splinter broom at process broom end fully splintered, handle end half done.



Hemlock

1. Cut tips of hemlock branches.
2. Tie them together.
3. Force a stick with a sharpened edge in to the bunch.

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Candle Making

How To Do It
CRAFTS SECTION

Molded Candles

Equipment:
- Hot plate or stove
- Old pans or large coffee cans
- Large sauce pan or double boiler
- Soup cans with tops bent to make spouts
- Hot mitts or pot holders
- Stirring stick
- Candle molds, waxed milk cartons, yoghurt containers, etc.
- Rulers or sticks for each mold

Materials:
- Wax (paraffin and/or old candles) 3 lb. make 12 candles
- Wax crayon pieces for color
- Wicking (available at arts & crafts shops)
- Flat braided wicking for candles over 2" in diameter
- Square braided wicking for candles under 2" in diameter
- Stearic Acid (available at arts & crafts shops) optional - 3 tablespoons to 1 lb. wax.

Precautions:

Protect work area with paper to catch drips.
Melt wax over very low heat — never over an open flame.
Supervise pouring of wax very closely and prevent burns.
Keep wax away from drains.

Procedure:

~~Divide class into small groups~~ and ~~assign some~~ students in each group (1) to melt wax and (2) others to prepare molds and wicks.

1. Break wax into small pieces. Fill an old pan or large coffee can ⅔ full with wax. Put about one inch of water in bottom of double boiler or large sauce pan. Place pan or can with wax in it in the water and turn heat on low. Do not allow wax to bubble or smoke. When wax is melted, add colored crayons and stir well.
2. Cut wicking into lengths 6 inches longer than candle molds. Dip wicks into wax and allow them to cool and harden. Wrap one end of a wick firmly around a ruler or stick, straighten wick and place stick on top of mold. Center wick as evenly as possible.

Pour wax slowly from melting pan, or can, into soup can "pitchers." Fill each mold, keeping wicks as much in center of mold as possible. Allow to set for about 5 minutes. Check to see if molds are full. Add more wax if necessary.

NEXT DAY: Check candles. If candles have set unevenly or have large depression in the center, melt a little more wax and fill in. Allow to set overnight. When candles are firm, peel away containers or remove molds. Candles are ready to use.

Sand Candles

ADDITIONAL EQUIPMENT NEEDED: A bucket of clean, wet sand for molding candles.

Procedure:

1. Melt wax as in MOLDED CANDLES.
2. Make a shape in the sand and dampen it with a little water. (Sea shells make nice designs.)
3. Dip wick into melted wax and allow to harden.
4. Pour wax into sand shape. When candle begins to harden, stick in the wick and tie it to a ruler to keep it in place.

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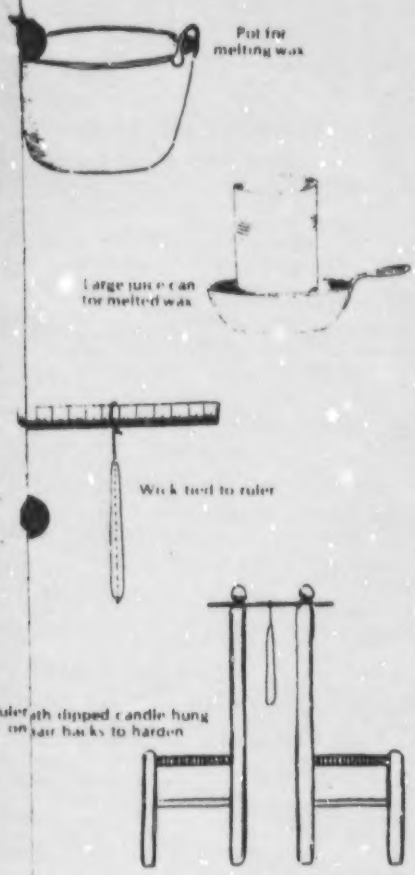
How To Do It
CRAFTS SECTION

Dipped Candles

Equipment:
2 Hot plates, or stove
Large, old pot
Large, 46 oz. juice can
Large saucepan or double boiler
Rulers or sticks
Knife
Thermometer (optional)
Rack for holding candles (2 chairs back to back)
Cardboard candle gauge with holes ⅜" to 1" in diameter.

Materials:
Paraffin wax and/or old candles (1 lb. for each 6 candles plus enough to fill the pot.)
Wax crayon pieces for color, if desired
Wicking (2-ply) from arts and crafts shop.
Stearic acid from arts and crafts shop (1 part acid to 4 parts wax)

Precautions:
Protect work area from drips with plenty of newspaper.
Melt wax over very low heat — never over an open flame.
Supervise pouring of wax very closely and prevent burns.
Be careful not to pour wax down drains.


Pot for melting wax
Large juice can for melted wax
Wick tied to ruler
Ruler with dipped candle hung on chair backs to harden

Procedure:
1. Cut up wax and place in large old pot to melt. The optimum temperature for dipping is 150 degrees, just about that of the wax as it finishes melting. Determine temperature with thermometer or turn heat low, but do not allow wax to cool enough for skim to form, or candles will be lumpy. Add stearic acid.
2. Arrange candle rack and spread paper on floor in dipping area.
3. Place 46 oz. juice can in hot water, in large saucepan or double boiler over hot plate. Fill from large pot of wax. Refill as necessary.
4. Have students cut lengths of wicking and tie them around sticks or rulers. A wick when tied should be at least 1" shorter than the height of the juice can, to allow for accumulation of wax.
5. **First Dip** - It is **important** for students to hold their sticks at least 1" **above** the rim of the can and to lower them on successive dips to give the top of the candles a tapered look.
   Have students hold wicks in wax to count of 10, to soak up wax and allow air bubbles to escape.
6. Students may place candle holders on rack or walk around room between each dip (if floor is protected). If appropriate music is played, the walk might become a "march." Wax on wicks should be thoroughly cooled between dippings. Open windows if necessary.
7. **Second and Third Dips** - very quick dunks.
8. **Fourth Dip** - After this dip, the wicks should be cooled and then straightened by pulling them with thumb and forefinger. Wax will probably crack in many places.
9. **Fifth and Succeeding Dips** - Dip, cool and straighten wicks until this is no longer possible (12 to 15 dips). Continue to dip until the candles are the desired thickness (about ⅞" at base). If candles become too long to dip all the way into the wax, cut some off the bottoms with a knife.
10. Allow candles to cool and remove them from the sticks.
11. Clean up.

18th Century Candle Dipping Equipment

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Recipe for Jerky

Store-bought jerky is one of life's big disappointments. It's tough on the teeth and so highly peppered that you need a drink of water every twenty minutes for a week. If you want a good stick of jerky, you will have to make it yourself.

The process is simple and takes less than two hours. The seasoning can be varied, letting you try for taste rather than extended shelf life. When finished properly, the jerky is reasonably tender, lasts well, and tastes good--and it's a lot easier on the pocketbook than $6 a pound! Furthermore, with a little care and an extra step or two, you can also make honest-to-chewin' old-fashioned pemmican. The only pemmican sold today is canned meatless imitation of the real thing, totally unworthy of the name.

For the proper curing the meat should be cut in strips about a quarter of an inch thick. Tough cuts of meat may be cut across the grain. Tender portions should be stripped off or cut with the grain. If you have pemmican in mind, cut across the grain only.

After cutting, boil the meat strips for five minutes or so in a solution of salt, vinegar, and spices. Wild game cannot be trusted to be free of trichina and other dangerous organisms, and a brief cooking in this solution is a necessary safeguard. Two quarts of water, one-half pint of vinegar, two cups of salt, and two tablespoons of pepper make a proper solution. This quantity of brine is adequate for up to ten pounds of meat.

Next, the strips are rolled flat with a rolling pin, or squeezed dry with hard pressure. This removes excess brine and flattens the strips for quick uniform drying. Note the color of the juices pressed from the meat during the rolling process. A red color indicates that the meat has not boiled long enough. With a little practice you can determine the minimum boiling time for your thickness of cut. The jerky at this point should have a gray-brown color and a somewhat rubbery texture.

When the strips have been rolled, align them on the oven rack, allowing space between for air circulation. Set the oven on "warm" or 200 degrees. Keep the oven door cracked to allow moisture to escape. Remove the meat when it is almost dry. The strips should crack but not break when bent. The drying process usually takes about an hour and a half, but may vary with your particular oven.

After the strips are dried they are laid out for final seasoning. We have found that "painting" both sides of the jerky with A-1 Sauce really tops off the flavor. The dry meat soaks up the sauce in seconds. If your taste runs to hotter flavors, apply some Worcestershire Sauce or Tabasco. Or try a mixture of ketchup and vinegar. Season parts of the batch several different ways, leaving some of it unseasoned, if desired. For more flavor, paint the meat again. The finished product can be stored in fruit jars or plastic sacks. Kept dry, it will last for years.

--Norman Weis and Jim Howard
Regional Center for Educational Training
Hanover, New Hampshire

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Recipe for Pemmican

To make pemmican simply crush some of the cross-cut jerky--it crumbles easily--then mix an equal quantity of some favorite berry, and grind up the works. Cranberry makes a great addition to the taste. For a further touch of authenticity, mix in some beef tallow. Toss a handful of this into a deerskin pouch (or baggie) and you'll have something that will chew for an hour, stay with you all day.

--Norman Weis and Jim Howard
Regional Center for Educational Training
Hanover, New Hampshire

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How To Do It
CRAFTS SECTION

Soapmaking

Materials and Equipment for One Cake of Soap

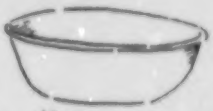
- ⅓ cup lukewarm fat
- ¼ cup cold water
- 1 tablespoon lye
- cologne, lemon juice or other scent
- 2 clean plastic containers
- wooden spoon
- plastic or metal container of interesting shape, to mold soap
- cup measure
- plastic wrap

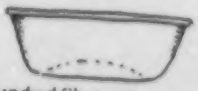
CAUTION! Lye burns the skin and is especially dangerous to the eyes. Teachers should supervise soapmakers very closely, or add the lye themselves.

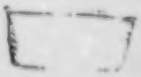
PROCEDURE:

1. Measure lukewarm fat into one plastic container and cold water into another.
2. Add lye to water, stirring gently with wooden spoon to dissolve.
3. Add lye solution to fat, stirring slowly to consistency of thick sauce.
4. Pour liquid soap into mold. Cover with plastic wrap and allow to set for 24 hours.
5. Remove soap from container and harden in open air, in a dry spot, for at least 2 weeks.

Wooden Spoon


Margarine Dish


Candied Cherry Container

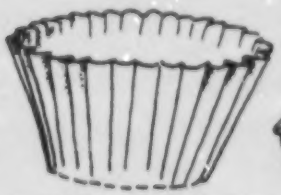


Hand Shaped

For larger amounts of soap, use recipe on lye container.
- Mold by hand
- Pour into interesting individual molds
- Pour into shallow pan and cut into cakes

Rubber Ball Mold

Individual Jello Molds


Metal Foil Cup-Cake Mold

Shallow Baking Pan

Information about making soap "from scratch," including "dripping" the lye, can be found in a number of publications, including Wiggington, Eliot, *The Foxfire Book*, New York: Doubleday & Co., Inc., 1972.

When using this method today, as in the 18th century, "the great difficulty in making soap comes in the Want of Judgement of the strength of the lye. If your lye will bear up an Egg or Potato so it does not sink into the body of the liquor, but swims on the surface as big as a Ninepence, it is just strong enough."

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How To Do It
CRAFTS SECTION

Simple Weaving

Points to consider Keep the weaving projects small at first. Few weaving projects will be finished in one sitting. Some children may tire of the weaving before it is finished.

Weaving Words
- WARP — the lengthwise threads that you begin with. Always use an odd number of warp threads
- WEFT — the yarns that weave through the warp
- LOOM — anything you can weave on

1. Straw Weaving
Use 4-6 plastic straws cut in half.
Weave on the straws. When nearly full, push down onto strings, but always leave some of the weaving on the straws to keep them from wiggling.

2. Cardboard Loom
Start with a piece of cardboard the size you want your finished piece to be. (Remember, *small* for starters.)
Cut notches (odd number) on both ends about ⅛ inch apart.
Tie string through first notch on top and wrap it from top to bottom on one side of the cardboard. This will give a flat weaving.

Envelope type purse — Wrap the WARP thread on *both* sides of the cardboard and weave all the way around. Make sure that if you weave **over** a warp thread, to go **under** it the next time. When cardboard is not quite full, cut the top warp threads and carefully slide the weaving off the bottom of the loom. Pushing it together will form the bottom of the purse. Tie every two warp threads together. Braid a handle and sew on.

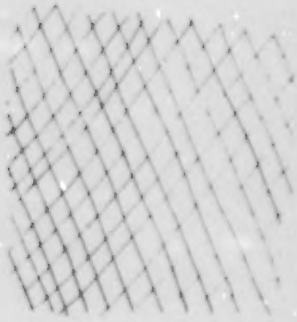
3. Branch Weaving
Wrap warp string around space in branch, then weave. Any weaving pattern may be used. Leave the weaving on the branch and hang the whole thing as a mobile.

How To Do It
CRAFTS SECTION

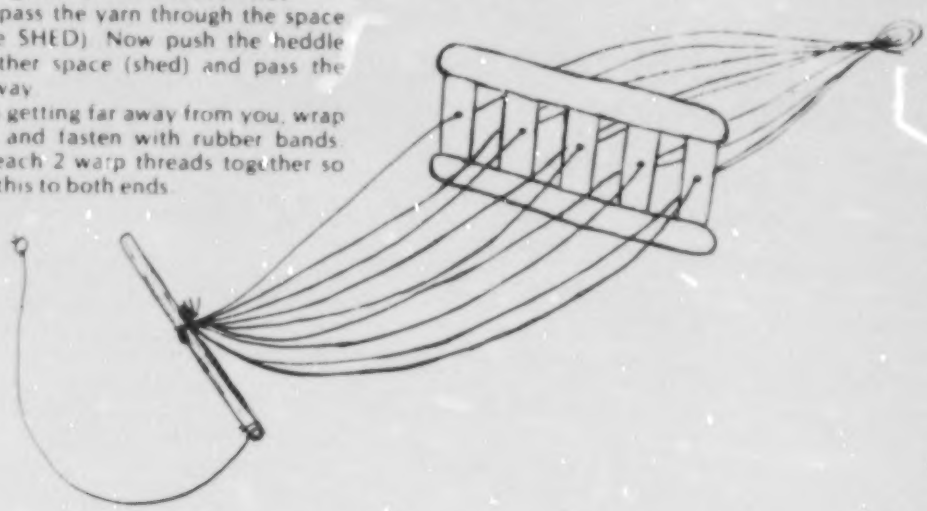
4 Onion Bag
Stretch an onion bag over a coffee can. Weave yarn in and out through the spaces. Yarn can be threaded into large tapestry needle for easier handling.

OR

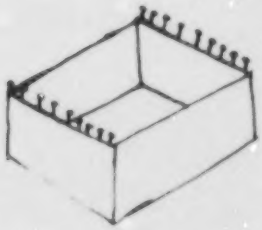
Use a square, cut from a large mesh onion bag. (Try the supermarket produce man.) Weave through the spaces with yarn in a wide-eyed needle.



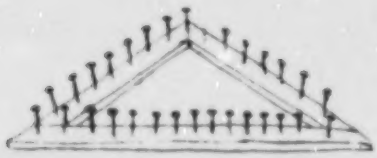
5 Backstrap Loom
Drill holes in 5 tongue depressors. Use 4 more to make a framework. Glue together.
This tongue depressor contraption is called a HEDDLE, as it lifts the warp threads all at one time.
Thread the yarn through each hole and each slot.
Lift the heddle and pass the yarn through the space in front of you (the SHED). Now push the heddle down, creating another space (shed) and pass the yarn back the other way.
When the weaving is getting far away from you, wrap it around the stick and fasten with rubber bands. Finish off by tying each 2 warp threads together so it won't unravel. Do this to both ends.



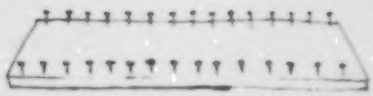
6 Box Loom



Wooden frame with nails for warp threads



A mushroom basket or cigar box is a ready-made loom!



Wooden Board
Wrap warp around nails (good for making a belt)

Contributed by
Diane Kemble
North St. Elementary School
Claremont, N. H.

G. **Report on Revolutionary War**

Disagreement between the thirteen royal colonies and their mother country of England was growing stronger. At this point in time, 1770, the thirteen original colonies included: New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, Maryland, Delaware, New Jersey, Virginia, North Carolina, South Carolina, and Georgia. Three areas of disagreement could be identified. These were trade, taxes, and land. First, England passed several trade laws giving it a monopoly on all trading with the colonies, and colonists felt such restrictions were unfair.

British laws limited colonial manufacturing and controlled overseas trade. The already angry colonists were further aroused by the passage of the Sugar Act in 1764 levying a tax on each gallon of molasses brought to the colonies from West Indies islands or other countries. Even though this tax two years later was reduced from three cents to one cent per gallon, the psychological effect was still there. Two laws passed in 1765 further angered the colonists. The Quartering Act required colonists to provide lodging, fuel, candles, cider or beer, and transportation for British troops stationed in the colonies. The Stamp Act required colonists to buy tax stamps and place them on newspapers, playing cards, diplomas, and most legal documents. Another crisis occurred in 1767 with the Townshend Acts which placed taxes on tea, paper, lead, and paint imported into the colonies. England's justification for its tax laws was the fact that it needed money to maintain the army stationed in the colonies, and since the colonists were the reason that England was incurring this debt, they should pay for it.

The price of the tax was not exorbitant and was not the issue in the minds of the colonists; the fact that the colonists has no representation in the England Parliament was the issue. Thus the cry "No taxation without representation" became a motto. The British Parliament repealed the Townshend Acts in 1770, except for the tax on tea, but the colonists' emotions were too aroused to be satisfied by that. The king retained the tea tax as a sign of his authority over the colonies.

Thirdly, the new land across the Appalachian Mountains which England had gained after the French and Indian War was closed to colonists, for the reason that farmlands would disrupt England's rich fur trade. Angry colonists felt they had been a part of the fight to gain that land and thus should have an opportunity to participate in the settlement of it.

Over a period of time sentiments grew stronger, and the colonists grew bolder. As mentioned, England, in an effort to appease the colonists, repealed all the taxes except the one on tea. Colonists, rather than being satisfied, were very indignant that King George should continue to make their decisions. The result was the Boston Tea Party in 1773, an incident where colonists dumped overboard into the harbor the contents of crates of tea setting on an English ship not given permission to unload its cargo. England's response was to close the port of Boston to all incoming or outgoing ships. It was to save Boston that the other colonies began to pull together and work together. Committees of Correspondence were organized (primarily under the initiative of Samuel Adams and James Otis) to disseminate propaganda to colonial towns and to other areas showing how England was violating the colonies' rights. In September 1774 leaders held a meeting called the First Continental Congress and drafted a letter to King George requesting that he respect the colonists' rights or else they would stop trading with England. The

king would not change his position. It seemed that war was a possiblity. The British likewise felt the rebels in the colonies were growing dangerously bold, and British troops made plans to march to Lexington, Massachusetts to capture two patriot leaders (Samuel Adams and John Hancock) and to capture ammunition stored there and in Concord. Patriots learned of this plan, and William Dawes and Paul Revere made their famous ride to alert the Minutemen. The Minutemen and British met at Lexington on April 19, 1775; a shot was fired, and the Revolutionary War had begun. A month later in May 1775, a second Continental Congress was held, and George Washington was chosen commander in chief of the American army. The Revolutionary War would last until October 19, 1781.

George Washington was commander of the American army. His principal generals were Benedict Arnold, Horatio Gates, Nathaniel Greene, and Frederick von Steuben. Major naval leaders included Esek Hopkins, Joshua Barney, John Paul Jones, and Thomas Truxton. On the English side, the reigning monarch was King George III. Major British commanders include John Burgoyne, Guy Carleton, Henry Clinton, Charles Cornwallis, and William Howe. The British employed thousands of mercenary soldiers from Germany.

Most of the early fighting was in the north. Following the skirmishes at Lexington and Concord, the British maintained their seige of Boston. Washington's army was powerless to move them. It was in May 1775 that Ethan Allen's band captured Fort Ticonderoga and with it cannons and stores of ammunition. The captured cannons were transported to General Washington at Boston. Amid cheers these cannons were placed on a hill overlooking Boston, and the patriots prepared for action. But the English decided to save their forces and sailed out of the harbor, freeing the city of Boston at last.

1775 - 1776 saw an American invasion of Canada under the leadership of Benedict Arnold and Robert Montgomery. During the attack on the city of Quebec on December 30-31, 1775, the British soundly repulsed the Americans, wounded Arnold, and killed Montgomery. The Americans continued to beseige the city until May, 1776, when the arrival of major British reinforcements forced them to retreat. In early 1776 the British decided to try to push the New England States out of the war first to be followed by the Middle Atlantic States and the Southern States. To do this General Carleton was to advance via the Lake Champlain-Hudson River waterway, and General Howe was to seize New York and move northward. Carleton failed, but Howe's troops were successful in devastating the American army. Washington lost men and was forced to retreat. The American troops fled to the Delaware River en route to New Jersey. After making its historic river crossing, the American army gathered its strength for several days. On Christmas morning in 1776 Washington and his men made a surprise attack on the British camp at Trenton, New Jersey and won a complete victory. The Americans hurried on to Princeton for a second victory.

In the spring of 1777 the British decided upon a new strategy - the idea of separating New England from the rest of the Colonies by marching southward from Canada. General Burgoyne was to march to Albany, New York while General Howe invaded Pennsylvania. General Howe gained several victories over the American troops, but Burgoyne's luck was not so fortunate. It was during this part of the war that Vermonters played their second active role. Burgoyne's army met with difficulties - rough, muddy terrain through which progress was slowed down, low morale, severe rainstorms, and a growing food shortage. Burgoyne's men sent to raid New England's farms for food were met by spirited Vermonters and were turned back. The Green Mountain Boys and other soldiers were breaking up roads,

destroying bridges, and felling trees to impede Burgoyne's progress. Discouraged, Burgoyne decide to raid Bennington for supplies. The English and Americans met in battle on August 16, 1777, and Americans claimed the victory. Burgoyne continued to try to overcome difficulties, but it became too much for him and his troops. Fierce fighting took place in Saratoga, New York, and on October 17, 1777, Burgoyne surrendered to the Americans. This was an important victory for the Americans, for after this battle, America gained the support of France. With French help, General Washington had the artillery and strong navy he sorely needed.

In spite of this morale booster, the winter of 1777-1778 was a discouraging period for Washington's army. They spent it, cold and hungry, at Valley Forge in Pennsylvania. The British captured the capitol city of Philadelphia. The Continental Congress seemed weak and inefficient. Meanwhile, there was fighting at sea under the famous American naval captain, John Paul Jones. His most well-known battle was probably that with the British ship the Serapis, the battle during which Jones uttered his famous quote, "I have not yet begun to fight!" War in the western sector under the American Commander George Rogers Clark was concentrated in the Ohio and Mississippi River valleys. He did capture the British forts of Kaskaskia and Vincennes in Illinois. Even though he was never able to capture the main British base at Detroit, it was partly through his efforts that this area became part of America.

In the north, the war was at a stalemate. Neither the Americans nor the English could gain an advantage. The British thus decided to send any army into the southern colonies to gain victories and force Washington to surrender. By 1780 the British controlled Georgia, had captured Charleston, South Carolina, and was prepared to invade North Carolina. But an unexpected American victory at Kings Mountain in South Carolina made the start for the Americans to retake the south. Nathaniel Greene and Danile Morgan were able American leaders in the south. During the winter months of 1780-1781, the Americans were able to deliver some severe losses to the English under their commander General Cornwallis. Cornwallis then moved his army to Virginia and marched to Yorktown, which is on a peninsula near Jamestown and Williamsburg. But by this time French land and naval reinforcements had arrived to aid Washington. Washington requested that the French occupy Chesapeake Bay in order to block Cornwallis's escape by sea. When American and French armies moved down by land, the British were caught in a trap. After heavy fighting, Cornwallis and the British surrendered on October 19, 1781. The battle had begun on October 6! Thus ended the fighting, and after many years of suffering, the thirteen colonies were independent.

The peace treaty was signed in 1783. The thirteen colonies had become states in a new nation, the United States of America. All the land east of the Mississippi River and south of Canada, with the exception of Spanish Florida, became an independent country. Vermont would become the fourteenth state in 1791.

H. Document Section

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Documents

Stephen Burroughs
Age 14, Runs Off to War

Stephen Burroughs, the ne'er-do-well son of Rev. Eden Burroughs of Hanover, was always restless and in trouble.

Being possessed with the most romantic ideas of military prowess, I longed for an opportunity of signalizing myself in that department, and consequently, embraced the first opportunity of entering into the military line. At this time a regiment of the continental forces, commanded by Col. Hazen, were marching through the country where I lived, and I, at the age of fourteen, enlisted into an artillery company attending the regiment, as a private soldier. This circumstance soon coming to the knowledge of my father, he applied to the officer under whom I had enlisted, and obtained my discharge.

* * * * * *

The regiment were on a march, which took them about six weeks, and returned through Hanover again, on their way to headquarters. While they lay encamped in this town, about five miles from my father's house, I began to consider the probability of joining them again, thinking that should I neglect this opportunity, all my future prospects in life were at an end.

* * * * * *

On the Sunday preceding the time of their march, my father was absent, on a change with a neighboring minister.

* * * * * *

On some pretended cause, I tarried from church that day, in order to have an opportunity of making those arrangements which I thought necessary to equip myself for a soldier. Accordingly, I took a bed blanket and tied it full of clothes and provisions.

* * * * * *

My provision consisting of bread and cheese, that being the only kind which was ready cooked, would best answer my purpose. All this baggage, together with an old musket, belonging to my father, powder-horn filled with powder, thirty balls, I laid by in a convenient place until the important moment should arrive.

About the dawn of day, on Monday morning, I placed myself under the enormous load, contained in the blanket, after being accoutred with powder-horn and musket, and pursued my way with energy to the camp, where I arrived a little after sunrise. My appearance in camp, in this ludicrous plight, was an object of universal curiosity and amusement. Sweating under an enormous load of bread and cheese, brandishing the old family musket of my father's, accoutred with a due quantity of powder in a horn by my side, and a sufficiency of ball in my pocket to kill thirty men, if rightly directed, I made the appearance of more than Quixotic bravery.

* * * * * *

The regiment did not march till near the middle of the day, much to my disappointment, and I received the disagreeable intelligence that my father had arrived in camp previous to their march.

The resolution of my officer, who was a man of feeling, was not proof against the solicitations of my father. He again discharged me, and my father took me home.

* * * * * *

As the obstacles to my joining the army increased, my resolution to surmount them gained strength, and my anxiety for this purpose had risen to such a degree, that I determined to elope the first minute I was from under my father's eye, and follow the regiment. All that day and night I was guarded with the utmost attention. About ten o'clock the next morning I was sent on an errand to the next neighbor's, about the distance of ten rods. When I had gotten that distance, I ran with all my might, and never stopped until I had run twenty-eight miles from home, where I overtook the regiment.

* * * * * *

I had not been here long before my father, with two other men, came full tilt after me. Being somewhat doubtful whether I should again be discharged, I determined to make my own safety by flight, but the men who were with my father, observing my operations, pursued and overtook me after some little difficulty. However, the officer under whom I had enlisted absolutely refused to discharge me, unless I gave my consent. Accordingly, my father made application to me, for my approbation in the matter. This was a new scene, to view my parent before me a supplicant, beseeching me to return with him, stating to my view, the situation of a disconsolate mother, the most affectionate of parents, the yearnings of his own feelings of compassion towards me, and the unhappy situation to which they should all be reduced, should I still persist in my desperate resolution of leaving them.

MEMOIRS

OF

STEPHEN BURROUGHS.

WHEN SUCH SAD SCENES THE BOSOM PAIN,
WHAT EYE FROM WEEPING CAN REFRAIN.

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BY BENJAMIN TRUE
MDCCXCVII

* * * * * *

One moment I was determined on going, at the next I was for returning. No permanent resolution could I form till the next morning, when the revallee being beaten, all the feeling of military ardor were again rekindled, and I was determined to march. My father finding my resolution fixed, took a most solemn and affecting leave.

* * * * * *

The night following, when the hurry of contending passions had subsided, and I had full leisure for taking a retrospective view of those very singular transactions, they filled my mind with the severest compunctions . . . and the night following I was not able to close my eyes to sleep, such were the agitations of my mind.

There I determined to return to my father, notwithstanding all the mortifying circumstances which would attend such a procedure. Early the next morning, a clergyman, by the name of Olcott, came to me, to persuade me to return to my father. This he found no difficult matter to do. I told him frankly I was willing; but when he made application to my officer for a discharge, he was flatly refused.

* * * * * *

When the regiment had arrived on the North River, they were constantly alarmed by the enemy, and had a number of skirmishes with them. At such times I was always kept back with the baggage, and never suffered to go into action, notwithstanding all my entreaty.

* * * * * *

Filled with resentment and chagrin I suddenly left the army and returned home to my father.

* * * * * *

Young Stephen forever gave up the idea of being a military hero. Several years later, he tried privateering. (See article, page A111.) But his life's work was destined to be one of petty crookedness and chicanery.

The MEMOIRS OF STEPHEN BURROUGHS (under a variety of titles) has been several times reprinted since first publication in 1798, including a Dial Press edition of 1924 prefaced by Robert Frost.

Snippet

Stephen Burroughs' most famous "bad boy" act was posing as a minister. Despite his youth and poverty, and even though he had to wear his one set of colorful sporting clothes into the pulpit, he managed to convince a backwoods congregation that he had been trained as a preacher. (His low fees helped to convince the hard-nosed deacon.)

Stephen's downfall came when a suspicious parishioner discovered that the boy was reading sermons stolen from his minister father. Stephen left town hurriedly.

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Documents

It Happened At Hubbardton:

Fifer Ebenezer Fletcher, Age 16, Is Wounded and Captured, But Then Escapes

I, Ebenezer Fletcher, listed into the Continental Army, in Capt. Carr's Company, in Col. Nathan Hale's Regiment, as a fifer, and joined the Army at Ticonderoga, under the command of General St. Clair, in the Spring of 1777, at which place I was stationed till the retreat of the Army on the 6th of July following.

* * * * * *

Having just recovered from the measles, and not being able to march with the main body, I fell in the rear. The morning after our retreat, orders came very early for the troops to refresh and be ready for marching. Some were eating, some were cooking, and all in a very unfit posture for battle. Just as the sun rose, there was a cry *"The enemy are upon us."* — Looking round I saw the enemy in line of battle. Orders came to lay down our packs and be ready for action. The fire instantly began. We were but few in number compared to the enemy. At the commencement of the battle, many of our party retreated back into the woods. Capt. Carr came up and says, "My lads, advance, we shall beat them yet." A few of us followed him in view of the enemy. Every man was trying to secure himself behind girdled trees, which were standing on the place of action. I made shelter for myself and discharged my piece. Having loaded again and taken aim, my piece missed fire. I brought the same a second time to my face: but before I had time to discharge it, I received a musket ball in the small of my back. . . . My uncle Daniel Foster standing but little distance from me, I made out to crawl to him and spoke to him. He and another man lifted me and carried me back some distance and laid me down behind a large tree, where was another man crying out most bitterly with a grievous wound. By this time I had bled so freely, I was very weak and faint.

* * * * * *

They soon came to me and pulled off my shoes, supposing me to be dead. I looked up and spoke, telling them I was their prisoner, and begged to be used well. "Damn you, says one, you deserve to be used well, don't you? What's such a young rebel as you fighting for?" One of these men was an officer, who appeared to be a pretty sort of a man. He spoke to the soldier, who had taken my shoes, and says, "Give back the shoes and help the man into camp."

* * * * * *

Two Doctors came to my assistance. They raised me up and examined my back. One of them said, "My lad, you stood a narrow chance; had the ball gone in or out half its bigness, you must have been killed instantly." I asked him if he thought there was any prospect of my getting well again. He answered, "There is some prospect."

* * * * * *

Doctor Blocksom an under surgeon appeared to be very kind indeed; he was the one, who had the care of me: he never gave me any insulting or abusive language; he sometimes would say, "Well, my lad, think you'll be willing to list in the King's service if you should get well?" My answer was always **no**. The officers would flatter me to list in their service, telling me they were very sure to conquer the country, since they had got our strongest post. I told them I should not list.

(Young Ebenezer decided to escape, on the night of July 22, when litters came to carry him and the other convalescents to a better guarded prison camp at Fort Ti.)

The road which I had to travel, was newly opened, leading from Hubbardton to Otter Creek. The night being dark, and the road very crooked, I found it very difficult to keep it; often running against trees and rocks, before I knew I was out of it; and then it was with much trouble that I found it again, which sometimes I was obliged to do upon my hands and knees, and often up to my knees in mire.

About 12 o'clock I heard something coming towards me, what it could be I knew not. I halted and looked back; it was so dark I was at a loss to determine what it was: but thought it looked like a dog. That a dog should be so far from inhabitants, I thought very strange. I at once concluded that he belonged to the Indians, and that they were not far off. I however ventured to speak to him, and he immediately came to me. . . . At first I was afraid he would betray me to the Indians; but soon found him of much service, for I had not gone far before I heard the noise of some wild beast. . . . He came within two rods of me, and stopped. I was unable to determine what it was, but supposed it was a wolf. I soon found I was not mistaken. After looking at me some time, he turned about and went off, but before long returned with a large reinforcement. In his absence I exerted myself to the utmost to get forward, fearing he would be after me again. After travelling about

half an hour, I was alarmed with a most horrible howling, which I supposed to be near the tree which I rested by. Judge what my feelings were, when I found these beasts of prey were pursuing me, and expected every minute to be devoured by them. But in the midst of this trouble, to my infinite joy, I discovered fires but a little way before me, which, from several circumstances, I was sure were not built by Indians . . . and I made great haste to get to them, lest I should be overtaken by the wolves, which were now but a little behind. I approached so near the fires as to hear men talk, when I immediately discovered them to be enemies. Thus disappointed I knew not what course to take, if I continued in the woods, I should be devoured by wild beasts; for having eat of the bodies which were left on the field of battle, they continued lurking for more . . .

(The fires scared away the wolves, so Ebenezer circled the camp and climbed "a high mountain." Thoroughly lost and tired, he decided to surrender to the British. But he heard a rooster crow and instead went to a settler's house.)

I got to the door just as the man arose from his bed. After the usual compliments I asked him how far it was to the British encampments? He answered about fifty rods. "Do you want to go to them," says he. I never was more at a stand what reply to make. . . .

* * * * * *

I sat and viewed him for some minutes, and at last resolved to tell him from whence I came and where I wished to go, let the event be what it would. I was a soldier, said I, in the continental army, was dangerously wounded and taken prisoner, had made my escape from the enemy, and after much fatigue and peril, had got through the woods, being directed to this house by the crowing of a cock. He smiled and said, "You have been rightly directed, for had you gone to either of my neighbors, you undoubtedly would have been carried to the enemy again; you have now found a friend who will if possible protect you. It is true they have forced me to take the oath of allegiance to the king, but I sincerely hope the Americans will finally prevail, for I believe their cause to be just and equitable. . . .

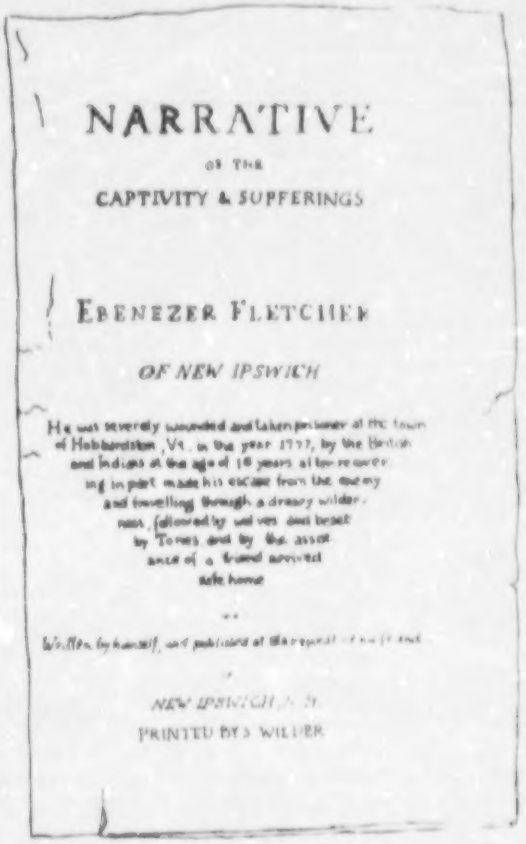
* * * * * *

(Fearful of Tories, Ebenezer soon left the Moulton hideaway. He traveled as far as Ludlow which he found deserted, its inhabitants had fled after hearing rumors that Burgoyne had sent Indian raiding parties into the interior of Vermont. He then found another sanctuary with a patriot sympathizer named Joshua Priest, staying there six weeks until his wound almost healed. Finally, months after his injury and capture, Ebenezer arrived home at New Ipswich, New Hampshire. However, his home stay was very short. The army arrested him as a deserter even though, as Ebenezer wrote, ". . . my wound was scarcely healed." He served with General Sullivan in the New York campaign against the Iroquois, but then: "Nothing more of importance, to me or the reader, occurred, until the three long years rolled away, except when in Pennsylvania I had the honor of being acquainted with Gen. Washington and Gen. Lafayette, and then received my discharge.")

And now, kind reader, wishing that you may forever remain ignorant of the real sufferings of the veteran soldier, from hunger and cold, from sickness and captivity, I bid you a cordial adieu.

Bibliographic note:

A Narrative of the Captivity & Sufferings of Ebenezer Fletcher (24 pages) was published in 1813, many years after the events recorded. Fletcher must have told and retold his story many times before writing and publishing it "at the request of his friends." It is a valuable record of the Battle of Hubbardton, and of the chaos befalling the Vermont frontier in 1777. Fletcher was wounded on July 7, 1777, when British and Hessian troops crossed Lake Champlain from captured Fort Ticonderoga and caught up with retreating American troops at Hubbardton, the only battle of the Revolution fought in Vermont. *(See "Vermont Literature," page A233.)*



NARRATIVE

OF THE

CAPTIVITY & SUFFERINGS

OF

EBENEZER FLETCHER

OF NEW IPSWICH

He was severely wounded and taken prisoner at the town of Hubbardston, Vt. in the year 1777, by the British and Indians at the age of 18 years at his recovering in part made his escape from the enemy and travelling through a dreary wilderness, followed by wolves and beset by Tories and by the assistance of a friend arrived safe home

Written by himself, and published at the request of friends

NEW IPSWICH, N. H.

PRINTED BY S. WILDER.

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Documents

Young Stephen Burroughs
Goes Privateering

I left my father's house, about the 20th of November [1782], at the age of seventeen, and directed my course for Newburyport, a small seaport town in the state of Massachusetts, where they fitted out many small vessels for privateering.

* * * * * *

Not finding any privateers going to sea soon, I concluded to go in a packet, which had a letter of marque to France. Having no doctor engaged, I undertook to act in that capacity; and after obtaining the assistance, advice and direction of an old practitioner in physic, together with marks set on each parcel of medicine, I thought myself tolerably well qualified to perform the office of a physician on board the ship. We did not sail till the first day of January, 1783.

* * * * * *

Soon after we had lost sight of land, I began to grow intolerably seasick, which continued without intermission for four days. This served in a great measure, to cool my ardor for spending my days on the salt water. On the fifth day I began to feel more at ease, the motion of the vessel was not so irksome, my appetite began to recover, which before was quite gone. We made the island of sable, lying in 45 degrees north latitude, where we went on shore. This island is a dreary barren place, about thirty miles in length. Some wild horses and hogs were placed on this spot, for the support of seamen who might be cast away.

* * * * * *

Leaving this place, we proceeded on our voyage, till the eighth day of our departure, when, about 10 o'clock in the morning, the man at the mast head cried out, a sail! a sail was discovered ahead; we hove to, in order to see which way she was going. We soon found her making from us with all her force. We put about and made sail after her, till about sunset. We found her a merchant's brig from New York, bound to London, with pearl-ash, commanded by one Pratt. After we had manned our prize, we pursued our rout, without any material occurrence, till the twenty third.

About 11 o'clock in the morning, we espied a sail astern, which we soon saw was in pursuit of us; we made all the sail we could, to run from her and found she carried to it (a sea term for not taking in sail) through some pretty severe squalls . . . . We carried 18 guns, but unfortunately, ten of them were wood, so that little advantage could be expected from them. We hauled up our courses, put up our boarding netting, cleared our decks, lit our matches, and made all ready for action. We had on board twenty one men besides the prisoners. The thirteen stripes of the United States were flying, but the Lugger, as yet, showed no colors. We came so near as to hail — she answered in French — and after understanding we came from America and were bound to Nantz, she offered us a pilot, and when we told them we had a pilot already on board she affected not to understand, but made towards us with a pretended design of accommodating us with a pilot. Not more than ten men were to be seen on her deck. By this time, she was sufficiently near to discover those on board by their countenances. Mr. Severe, our first mate, knew the commander of the Lugger to be a man from the Isle of Jersey, having been taken by him the preceding year. The mate vociferated like a stentor, "give them a gun! give them a gun!"

We fired, but so strongly prepossessed were the gunners, that the Lugger was a Frenchman, that they pointed over her, and did her no damage. She ported her helm, and fell astern as much as half a mile, expecting that we fought with 18 guns. We kept on our course — seeing this, she made all the sail possible after us, hung out the English colors, and her deck became instantly filled with men. She first came up on our windward board, but now altered her intention, and came round on our lee side. We began to fire stern chases at them, and they returned our salute with bow chases. While Mr. Severe was elevating the gun at our bow he received a swivel ball, which carried away his right cheek, went through and broke his right arm, and two of his ribs. We caught him up, and carried him into the cock pit, where I dressed his wounds, and at the desire of one, Bootman, a passenger, left Mr. Severe in his care, and returned on deck.

Our ship was thinly manned, and the help of every hand was felt. A chest of loaded small arms stood on the quarter deck, where I took my station. The Lugger, by this time, was grappled to our ship, and attempted sword in hand to cut away our boarding nettings. Every man was ordered to his boarding pike, and for ten minutes, the conflict was truly sharp, but the issue was in our favor. They retreated on board their vessel, the guns were their next resort. With cannon and small arms they poured in upon us a shower of balls, and we endeavored to pay them in like kind, to the full amount of our receipt, so that a balance should be left in our favor, and not against us. The captain and myself had fired nearly all the small arms which were loaded. The commander of the Lugger kept bellowing from his quarter deck that if we did not strike, he would give us no quarter.

Documents

I took a blunderbuss, which remained loaded, and taking aim very leisurely, at the mouth of his trumpet, let fly. I believe this did his business; at least, I heard no more of this bravado.

Twice more did they attempt to cut away our boarding nettings, but, to as little effect as at first. We by this time, had disabled their fore-top-mast, and carried away their gib-boom. They cut from us, and made all the sail possible towards the Penmarks, which were hidden and dangerous rocks, lying under water, where they expected we should not follow them. In this conjecture they were right. We arrived the same day in the river Loire, and came to an anchor at a town called Penbeef, thirty miles below the city of Nantz.

* * * * * *

We received our dividend of the prize money, which was 42 guineas each.

Young Burroughs spent his prize money on a trip through France, and then, on his return to the States, was arrested for stealing the Captain's wine. He gave up his life as a privateer and returned to Hanover "sunken and discouraged."

From Memoirs of Stephen Burroughs, Hanover, New Hampshire: Benjamin True, 1798, 1804. (See also Stephen's adventures as a soldier, page A 107.)

Documents

Before moving to Vermont, Jonathan Carpenter also (like Stephen Burroughs) served as a privateersman and kept a record of his adventures.

Unlike spoiled brat Burroughs, Carpenter shines through the pages of his diary as an honest, upright, energetic young man - the kind of man who fought the battles and won the Revolution, who transformed the Vermont and New Hampshire forest into farms run by solid citizens. Carpenter also wrote poetry (readers can judge its merits); composing rhymed doggerel was apparently a common 18th century way of demonstrating wit and learning.

Carpenter, born 1757 on a Massachusetts farm, served briefly in the army, longer as a privateersman, and then came to Pomfret, Vermont. For several years he wintered in Massachusetts and spent summers in Vermont where he cleared land, worked for others, served in the militia. He eventually moved to nearby Randolph where he lived out a long life.

Following are a few excerpts, covering Carpenter's first months on his new Vermont homestead, from a diary kept to 1783, and owned by the Vermont Historical Society.

* * * * * *

ye 13 [May 11, 1780]. Then I & David Carpenter [his cousin] Bargain'd for & bought a lot of 100 acres of Land (for 12 s[hillings] pr acre) of John Winchester Dana Esqr. of Pomfret having travil'd about 416 miles in 21 days.

May ye 15 we began to chop and made the first stump on our land.

ye 19th Fryday. Remarkable Dark about 12 o'clock, but no Rain.

From the *Journal* of Jonathan Carpenter

ye 20the.

> On our wild farm we've work'd a week
> have built a house that's strong & neat
> and it will Serve, tho it is Low,
> for kitchen, hall, & Palace too —
> Planted Potatoes corn & beans
> which some may take for foolish schemes

ye 22, we work'd for Esqr Dana one week, for Provision &c -

ye 29. went back to work on our lot for a week.

30th . . . we went to work for Esqr Dana, having work'd for ourselves the week past, choping & cut out a Road. Planted some &c -

June ye 4th & 5th great frost but did but little harme - we went to [work?] for Esqr Dana out on ye S E. corner of ye Town 9 miles & incamped [there] ye week out, and brok our axes &c, Prety cold for ye Season in grinding, ye water froze on ye Grind stone.

ye 16, I broke my ax again & Sent it Woodstock to be Laid &c. -

ye 19th. Very cold for ye Season - I have bad luck I broke my ax again & tis finally spoil'd.

July ye 10th it begins to be warm weather. People are ½ hilling I. [Indian] corn. I & David came to work at Es. Dana, having chop't about 8 acres of own land in 6 weeks Successively which has almost tired me of that fun. no wonder, neither, ha -

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Documents

Andrew Sherburne
Age 18, Survives Prison Ship

Andrew Sherburne, a Portsmouth native, first went to sea when only 13 years old. Throughout the Revolution, he served on American privateers — and was three times captured and put in prison.

This was now the third time I had fallen into the hands of the enemy. I had but just escaped with my life from the two preceding imprisonments, and my prospects were more dubious than they had been before.

* * * * * *

Thirteen of us were put on board the Amphion [British warship], and put down in the cable tiers under two decks, where we found near a hundred of our countrymen, who had fallen into their hands. We were very much crowded, and having nothing but the cables to lay upon, our beds were as hard and unpleasant as though they were made of cord wood, and indeed we had not sufficient room for each to stretch himself at the same time.

After about two weeks, (in which time we had a violent storm,) we arrived at New York, and were put on board that wretched ship, the Jersey [British prison ship]. This was towards the last of November [1782]. I had just entered the eighteenth year of my age, and had now to commence a scene of suffering almost without a parallel. The ship was extremely filthy, and abounded with vermin. A large proportion of the prisoners, had been robbed of their clothing. The ship was considerably crowded; many of the men were very low spirited, our provisions ordinary, and very scanty. It consisted of worm eaten ship bread, and salt beef.

* * * * * *

Some time in January, 1783, I was taken sick and sent on board one of the hospital ships. . . . The ship on which I entered was called the Frederick, and was very much crowded, so that two men were obliged to lie in one bunk. I was put into a bunk with a young man whose name was Wills; he belonged to Ipswich, in Massachusetts. . . . Wills was a very pleasant young man, of a serious turn, and was persuaded he should not live. At this time my mind was very fluctuating, and occasionally deranged. My bedfellow was running down very fast; but I was not, at that time, aware of it. We were obliged occasionally to lay athwart each other, for want of room; and I found the poor fellow very obliging and accommodating. He appeared to have his reason until he was speechless, and finally died, stretched across me.

* * * * * *

After Mr. Wills, my bed-fellow, was dead, I called to the nurses to take him away, as he lay partly across me, and I could not relieve myself: but they gave me very hard words, and let the dead man lay upon me half an hour before they removed him, and it was a great favor to me that they did not take away the blankets that was under us. I had now two blankets left me, a great coat, and a little straw within a sack under me; but even with these, I suffered extremely with the cold. I have frequently toiled the greatest part of the night, in rubbing my feet and legs to keep them from freezing; and while I was employed with one, it seemed as if the other must absolutely freeze. I must then draw up the coldest and rub upon that; and thus alternately work upon the one and the other, for hours together. . . .

My bunk was directly against the ballast port, and the port not being caulked, when there came a snow storm, the snow would blow through the seams upon my bed. In one instance, in the morning, the snow was three or four inches deep upon my bed.

* * * * * *

On board this ship, I found John and Abraham Hall, who were brothers. John was about twenty-three and had a wife, Abraham was about sixteen; they were both of the Scorpion's crew, and were very sick. They lay at some distance from me; I could not go to see them, nor could they come to see me, they lay together.

One night Abraham made a great outcry against John, requesting him to get off from him. Some of the men who were near, swore hard at John, for thus laying on his brother. John made no reply: when the morning came, John was found dead, and Abraham but just alive; I believe he died the same day. Finally, there were but five out of thirteen of our crew who returned. The remainder left their bones there.

Andrew survived the prison ship Jersey, and the War. Leaving the sea, he became a farmer, teacher and minister.

Memoirs of Andrew Sherburne: A Pensioner of the Navy of the Revolution, written by himself. (Utica, N. Y., 1828)

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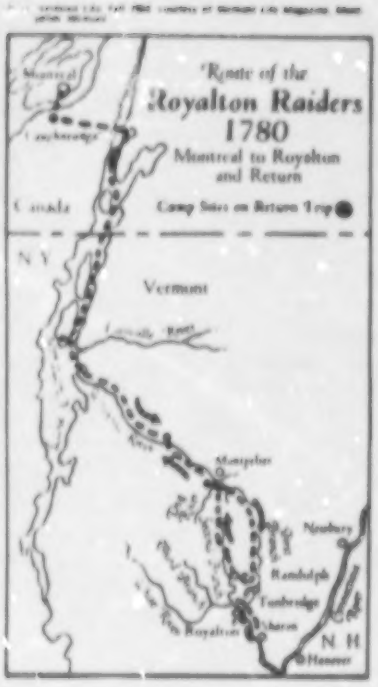
The Indian War Whoop at Royalton: 1780



Monday, October 16, 1780 — John Hutchinson was the first settler to suffer from the great Indian Raid on Royalton, Vermont. The 26 year old Bunker Hill veteran was roused from his bed in the half dark of first dawn and had just time enough to hide his store of gunpowder in the nearby woods. He was then captured while returning to his burning cabin to help his wife Hannah and Rebecca, their first-born two months old baby.

The raid was a complete surprise. The nearly 300 Canadian Indians, joined by a handful of Tories and led by British Army Lieutenant Richard Horton, swept quickly down the First Branch of the White River. Their job was to burn and harass — to throw the frontier into turmoil. Their pay — largely the plundered goods and prisoners for sale back home in Canada. At first there were no war whoops or gunfire, for these would have warned all of the town. Unfortunate Thomas Pember, visiting his fiancée was speared and scalped when he tried to outrun the Indians and spread the alarm. Daniel Havens was smarter, hiding behind a log until the Indians passed, then running through the woods to warn his neighbors.

By midafternoon the job was done. Lt. Horton officially reported that his "scout" had burned 28 houses and 32 barns ("filled with grain") and "killed all the black Cattle, sheep, Piggs &c of which there was a great quantity." 27 men were captured (all women and children were released), and 2 men killed while trying to escape. None of the raiders was killed or even hurt. Royalton and surrounding towns were in complete chaos. Some families fled to the woods, others, plus livestock escaping from burning pens, jammed the narrow road to Sharon.

Despite the Indians' secrecy and quiet, the alarm reached as far as Hanover by 11 A.M., and the militia turned out. By nightfall, some 300 armed settlers were assembled at Randolph to pursue the retreating raiders. A midnight skirmish was broken off when the oldest prisoner, 66 year old Edward Kneeland, was released to tell the militia that any further attack would result in instant massacre of all prisoners. While the militia hesitated until dawn, the Indians encamped northward, leaving two prisoners dead, tomahawked while bound, as vengeance for an Indian slain in the earlier skirmish.

The long-awaited and long-dreaded had finally occurred — a massive Indian raid against the almost defenseless northern frontier. Six years earlier in October, 1774, Captain Bela Turner of Lebanon wrote that "the people of the river are all in flames" because of rumors of an Indian attack from Canada. July 4, 1776 was a day of panic rather than celebration of independence, as news of American defeat in Canada filtered to the River and sent outlying families fleeing to the greater safety of settled villages. In 1777, chairman Josiah Bartlett of the N. H. Committee of Safety exhorted the Connecticut River towns to greater effort: "Suppose your house in flames, your wife, your daughter ravished, your sons, your neighbors weltering in their blood, . . . Consider these things, I say, tell them to your militia . . ." The frontiersmen of Vermont and New Hampshire were brave, as they proved at Bennington, Saratoga, and other Revolutionary battles, but their dread of Indian raids was obsessive.

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Documents

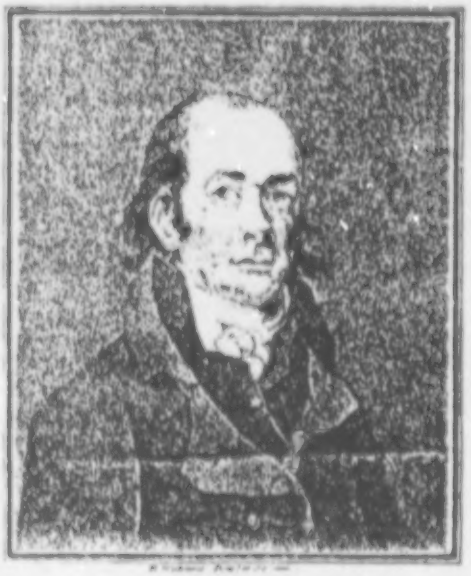
Elias Smith,
Age 13, Learns About Pioneering

In the spring of 1782, my father sold what property he had in Lyme [Connecticut], intending to purchase land in Woodstock [Vermont]. In April he set out for Vermont, taking my oldest brother with him. He purchased one hundred acres of land in the south part of Woodstock, made what preparation he could for the convenience of his family, and leaving my brother, returned home in June, to make ready to carry his family there before winter. Some time in the month of August of that year, we commenced the journey of one hundred and eighty miles, which we performed in thirteen days.

* * * * * *

On Saturday, after passing through dismal swamps, ascending and descending terrible hills, where the roads seemed at first impassible, we, to our great joy, arrived at the town we set out for.

* * * * * *



ELIAS SMITH.
Minister of the New Testament.
Born June 17th 1769.

The Monday after our arrival, I sat out from where we put up, with my father, mother, brothers and sisters and several of the neighbors, with our goods, to go to the house we were in future to make the place of our abode. We had about two miles to go, the first mile we went without much difficulty, this brought us to the foot of a hill which we were to ascend to get to the house. A considerable part of this mile, a cart had never been. It took us till sometime in the afternoon, to cut away the logs and stumps so that the team could pass along. After many sweats and hard pulls, my father pointed us to the house, about forty rods ahead, the sight of which struck a damp on my spirits, as it appeared to me only an abode of wretchedness. After going to it and taking a general view of the house and land around, before the team came up, I determined within myself to return to Connecticut; thinking it better to be there to dig clams for my living, than to be in such a place.

* * * * * *

Though I was some over thirteen years, I cried, part of the time because I was disappointed, and sometimes for madness. With this fixed determination to return, I went down to the team, and passed by the team down the steep and dismal hill as fast as possible. My father, observing my rapid course, called after me, asking me where I was going, and commanded me to return to him. I feared to disobey him and returned. He asked me where I was going, my reply was, to Connecticut. He ordered me to return. This order I obeyed though with great reluctance, as it appeared to me better to die than be confined to such a place.

I will now give my readers a correct description of the place which was so dreadful to me. The dwelling place stood on the north side of a very large hill, half a mile from any house.

* * * * * *

The house was made of split bass-wood logs, locked together at the corners. There was no floor to the house, nor was there any roof to it. The grass had grown up within these wooden walls, and there was one large stump in the middle of the house, which, to heighten my troubles as I thought, my father said would do for a light stand. We made a fire by the side of a log, cooked some dinner, and let our horse eat down the grass in the house, before we prepared it for a lodging place for a night.

* * * * * *

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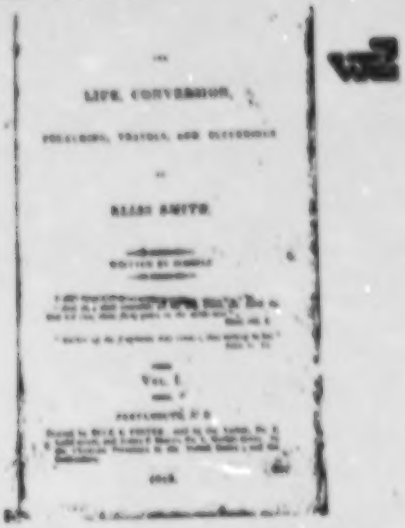
Documents



We corded up our bedsteads on the ground, and before night, placed over our heads several of those large pieces of bark, and at night, without any floor but the ground, having no door, with a few pieces of bark over our heads to keep off the dew, we lay down to sleep. . . .

* * * * * *

The next day, my father and several men who understood building log houses, put on a roof of bark, and split bass wood logs, (lining the edges,) and laid them down for a floor. After being laid down, they were smoothed some with an adze; this was some rough, but better than none. We set up three large flat stones for jambs and the back of our fireplace, and laid an hearth in uniform with the other parts.

* * * * * *

We expected a long winter and had but little provision, and the crops that year were generally short. We had two cows, and but little [fodder] for them. . . . In December, my father went on foot to Lyme, two hundred miles, to obtain the remainder due for his property he sold there; which he calculated would purchase a yoke of oxen. He obtained them, and drove them home about the last of January, 1783. We rejoiced to see him and the oxen, hoping we should be able to clear our land of the heavy timber which stood or lay upon it.

* * * * * *

It was with great difficulty we wintered our oxen and cows; we were obliged to fall elm and maple trees, and cut off the limbs for the cattle, the small ends of which they ate with a little hay we gave them. In this way they lived through the winter. The first snow that fell that year, was on the sixteenth day of October; it fell about twelve inches deep. This greatly alarmed us, as we had never before lived where there was much snow. This soon went off, and we had pleasant weather till the first of December. After that we never saw the ground again till some time the next April.

* * * * * *

The summer I was fifteen years old, was a distressing summer to us, and many others. For many weeks before harvest, almost the whole we had for food, was a little milk thickened with flour, in the morning, and not enough of that. This was all, of bread kind, we had through the day. We had a little milk to drink at night. For many days I ate my breakfast of milk thickened with flour, and went to work; by eleven o'clock my food would all be gone, and my strength with it. When I could work no longer, I used sometimes to take a basket and travel a mile or two among the raspberry bushes, eat some and bring some home for my supper, with the small portion of milk allotted me with the family.

* * * * * *

Through all that time, my clothing in the winter was generally thin and coarse. I never owned a great coat till the winter before I was twenty years old, and I was so used to a thin dress in cold weather, that I did not know the need of one for many years.

Bibliographic Note:

*Elias Smith, born 1769, moved with his family, when barely 13 years old, from Connecticut to South Woodstock in Vermont. The early 1780's were years of economic depression, which made pioneering specially difficult. Elias's reminiscences as settler and minister (*The Life, Conversion, Preaching, Travels and Sufferings of Elias Smith*) were printed 1816 by Beck & Foster of Portsmouth, New Hampshire.*

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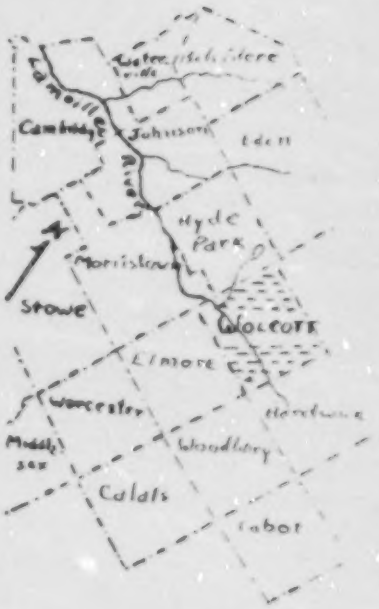
Seth Hubbell
Suffers Frontier Hardships



Seth Hubbell led a very tough life on the Vermont frontier - as he grimly tells us in reminiscences written in 1824 when he was 70 years old. We can imagine him as an old man sitting around a fireplace or cracker barrel, telling his grandchildren and other Johnnies-come-lately about his trials and tribulations. Did he encounter some skepticism about his truthfulness, and therefore decide to put the stories onto paper, since writing them down in black and white would give them more authority? This motivation, if true, would explain why Hubbell gives a one-sided picture of pioneer life, telling only about his hardships.

Did Hubbell exaggerate? No one knows. The misadventures he recounts certainly happened on the frontier. Was Hubbell a **typical** Vermont settler? As he says, he moved to Vermont at the wrong time, obviously, he had bad luck. Many settlers fared much better than Hubbell, some doubtless fared worse. All of which, of course, does not deny that settlers on the Vermont frontier - and Seth Hubbell - underwent very grim hardships indeed.

Seth Hubbell left Norwalk, Connecticut, late in February 1789, with his wife and five daughters, the oldest "nine or ten years old." His destination was Wolcott in northern Vermont, where he had cleared land the previous summer. The family reached Wolcott on April 6, the second family to settle that town.

. . . . . .

I had now got to the end of my journey, and I may say almost to the end of my property, for I had not a mouthful of meat or kernel of grain for my family, nor had I a cent of money left to buy with, or property that I could apply to that purpose. I however had the good luck to catch a sable [sable = marten]. The skin I carried fifty miles, and exchanged for half a bushel of wheat, and backed it home. We had now lived three weeks without bread, though in the time I had bought a moose of an Indian, and backed the meat five miles, which answered to subsist upon. I would here remark that it was my fate to move on my family at that memorable time called the "scarce season," which was generally felt through the state, especially in the northern parts in the infant settlements: no grain or provision of any kind, of consequence, was to be had on the river Lamoille. I had to go into New Hampshire, sixty miles, for the little I had for my family, till harvest, and this was so scanty a pittance that we were under the painful necessity of allowancing the children till we had a supply. The three remaining children that I left in Hydepark, I brought one at a time on my back on snow-shoes, as also the whole of my goods.

. . . . . .

When I came into Wolcott, my farming tools consisted of one axe and an old hoe. The first year I cleared about two acres, wholly without any team, and being short of provision was obliged to work the chief of the time till harvest with scarce a sufficiency to support nature. My work was chiefly by the river. When too faint to labor for want of food, I used to take a fish from the river, broil it on the coals, and eat it without bread or salt, and then to my work again. This was my common practice the first year till harvest. I planted that which I cleared in season with corn, and an early frost ruined the crop, so that I raised nothing the first year. had again to buy my provision.

. . . . . .

I had the good fortune to buy on trust, the winter after I lost my corn, of a man in Cambridge, twenty four miles from home, twelve bushels of corn, and one of wheat. This by the assistance of some kind friends, I got to Esq. Mr. Daniel's. I also procured by digging on shares in Hyde-park twelve or thirteen bushels of potatoes. This grain and potatoes I carried eight miles on my back. My common practice was one half bushel of meal, and one half bushel of potatoes at a load.

. . . . . .

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Documents

I had now gone to the extent of my abilities for bread corn, but was destitute of meat, and beef and pork were scarcer in those times. Accordingly I had to have recourse to wild meat for a substitute, and had the good luck to purchase a moose of a hunter, and the meat of two more I brought in on shares - had the one for bringing in the other. These two were uncommonly large - were judged to weigh seven hundred weight each. The meat of these three moose I brought in on my back, together with the large bones and heads. I packed them five or six miles over rough land, cut up by sharp ridges and deep hollows, and interspersed with underbrush and windfalls, which made it impracticable to pass with a hand sled, which, could I have used, would have much eased my labour. A more laborious task was this than that of bringing my meal, &c. from the Park.

My practice was to carry my loads in a bag, to tie the ends of the bag so nigh that I could but comfortably get my head through, so that the weight of my load would rest on my shoulders. My hold would often fail without any previous notice to guard against it - perhaps slide under a log or catch in a bush and pitch me into the snow with my load about my neck. I have repeatedly had to struggle in this situation for some time to extricate myself from my load, it being impossible to get up with my load on.

. . . . . .

For a specimen of the hardships those have often to encounter who move into the wilderness, I will give the following, that took place the winter after I came on. We had a remarkable snow, the first, of consequence, that fell, it was full two feet deep. I was about out of meal, and had previously left a bushel at a deserted house about five miles on the way. I agreed with Esq. Taylor, he being the only inhabitant with me, to start the next day on the proposed tour. We accordingly started before sunrise, the snow was light, and we sunk deep into it. By the middle of the day it gave some, which made it still worse; our snow shoes loaded at every step, we had to use nearly our whole strength to extricate the loaded shoe from its hold. It seemed that our hip joints would be drawn from their sockets. We were soon worried — could go but a few steps without stopping, our fatigue and toil became almost insupportable, were obliged often to sit down and rest, and were several times on the point of giving up the pursuit, and stop for the night, but this must have been fatal, as we had no axe to cut wood for a fire, our blood was heated, and we must have chilled. We finally, at about dusk, reached the deserted house, but was in effect exhausted. It seemed we could not have reached this house had it been twenty rods further, so terrible is the toil to travel through deep snow, that no one can have a sense of it till taught by experience.

. . . . . .

Another perilous tour I will mention, that occurred this winter. The night was clear — the moon shone bright, and it was remarkably cold. I awoke, supposing it nearly day, and sat out, not being sensible of the cold, and being thinly clad I soon found I was in danger of freezing, and began to run, jump, and thrash my hands, &c. The path being full of holes, and a light snow had just fallen that filled them up, I often fell, and was in danger of breaking my limbs, &c. The cold seemed to increase, and I was forced to exert my utmost strength to keep from freezing; my limbs became numb before I got through, though I ran about every step of the eight miles, and when I got to McDaniel's the cocks crowed for day. I was surprised upon coming to the fire to find that the bottoms of my mockasins and stockings were cut and worn through, the bottoms of my feet being entirely bare, having cut them by the holes in the path, but notwithstanding the severity of the frost, I was preserved, not being frozen in any part. Had I broken a limb, or but slightly spraint a joint, which I was in imminent danger of doing, I must have perished on the way, as a few minutes of respite must have been fatal.

. . . . . .

A painful circumstance respecting my family I must here mention: In the year 1806 we were visited with sickness that was uncommonly distressing, five being taken down at the same time, and several dangerously ill. In this sickness I lost my wife, the partner of my darkest days, who bore her share of our misfortunes with becoming fortitude. I also lost a daughter at the same time, and another was bedrid about six months, and unable to perform the least labour for more than a year. This grievous calamity involved me in debts that terminated in the loss of my farm, my little all; but by the indulgence of feeling relatives I am still permitted to stay on it. Though I have been doomed to hard fortune I have been blest with a numerous offspring, have had by my two wives seventeen children, thirteen of them daughters, have had forty seven grand-children, and six great grand-children, making my posterity seventy souls.

. . . . . .

When I reflect on those past events, the fatigue and toil I had to encounter, the dark scenes I had to pass through, I am struck with wonder and astonishment at the fortitude and presence of mind that I then had to bear me up under them. Not once was I discouraged or disheartened. I exercised all my powers of body and mind to do the best I could, and left the effect for future events to decide, without embarrassing my mind with imaginary evils. I could lay down at night, forgetting my troubles, and sleep composed and calm as a child. I did in reality experience the just proverb of the wise man, that "the sleep of the labouring man is sweet, whether he eat little or much."

. . . . . .

Glossary

back = to carry on one's back, to backpack
scarce season = a time of famine
pittance = a very small amount to live on
allowancing = rationing
chief = biggest part, most
nature = the physical being, the body
windfall = tangle of fallen trees
nigh = close, tight
respite = temporary stop, rest
bedrid = unable to leave a sickbed

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Ephraim Roberts' Memorandum Book

Ephraim Roberts was only 15 years old in 1771, when he first accompanied his father to their future home in New Durham Gore (present Alton) in New Hampshire. Young Ephraim kept a sketchy diary for only a few years [1771-1776], but it is a valuable record [as seen by a youth] of pioneering in central New Hampshire at the time of the Revolution. Ephraim was the oldest of the eventual eleven children of Joseph and Elizabeth Roberts, a moderately well-off farming family with many connections in Dover and surrounding towns.

Note: the following are excerpts only. The entire "Memorandum Book" is brief and should be consulted for the complete record.

Dover, September 21, 1771. This Day Father Sat out for the goor N. Durham with 3 hiried hands of an Intence to see his Land and Clear some if he liked it, to which he Did, and Cleard Nine Acres in five weekes & the same time he plow'd it, and I was there the same time, & the Next spring we went up to planting.

January 1772, hauld up the Brick for his Chimney.

July 6th, 1772, this Day father Raisd his houce att the Goor & 9 men went from Dover to Raising.

July 14th, this Day Mother sat out for the goor, the first time ever she was there & likd the place Verry well.

* * * * * *

January 23d, 1773. This Day we Moved from Dover, 27 miles, to Ye Goor Adjoining N. Durham.

* * * * * *

January 6th, 1774. This Morning I sat of from Uncle Wingates with my sheep . . . we got to Mr. Leightons that nigh(t) & tarried, the next morning sot of for ye goor and Arivd at our houce about 7. All well. Finis &c.

* * * * * *

January 20th, 1774, this morning Father sat out for Dover with his Team of six with a load of Rated Staves of 1000.

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27 Ianry. Father Cild our Fat ox which he Brot from below, bought of Mr. Stephen Ham for 40 Dollars.

* * * * * *

March 31st, Mr. Tibbets begun a pair of looms for mother.

April ye 4 Day, the looms were compleated off.

* * * * * *

April 13th. Horn helpd us make Log fence by ye Road/1 Day.

April 15, helpt us 6 days/6 day.

April — 4 Day more, plowing/4 Day.

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April 4th, Peavy and Roger A Lucas went a hunting but got no game. Horn has got 12 Acres of trees Down.

* * * * * *

April 26th, we Finish'd sowing our old Field. Viz 6 Bushels of winter Rye, 1 bu. of Somer Rye, one bush of Wheat, ½ Bushels of Flax seed and 3 pecks of pease, 3 pecks of Flax seed by the hoed.

April 27th, we finish'd Breakin up a piece of new ground between ye houce and ye River containing 5 Acres and harrowd the same with our team.

April ye 28 we plan[t]ed potatoes and Corn before ye Dore.

Fish a plenty, 20th.

* * * * * *

The Gore. 1774, May 9th. We sowd our old Field with Hay seed.

May 11th we Finishd planting a piece of New Ground between the houce and ye River. 4 Acres.

May the 23d, we planted by the Road New ground below ye houce about 3 Acres with Corn and som potater.

May 24. Father Catched 3 Dozen of fish Down to the River.

* * * * * *

May 31st We have got Corn fit to weed, this finishd plantin potato. Planted In all about 20 Bushells

* * * * * * *

Jun 3d. A weeding Corn 1A

June 11th, this Day I sat of for Dover & arrivd safe

June 14, I had a new pair mole skin Breeches made at Exeter

The Gore, Jun. 15th, 1774. This Day I Returned home from Dover with Mrs. Horn and our Abigail, we set of at Eight and home att five after a Good frolick. Mrs. H. and N. Rode & I Came on foot

27 June, we finish'd Moulding Our Corn

The 28, Levd [Lieut.] Rogers Had our Oxen to go Down to J. Rogers for two Hodgs. of Rum but came home empty

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[July] 5th, we began to hill our Corn; we have Got Corn spindled & silked.

* * * * * * *

The Gore, July 14.74. This Day Compleates the Eighteenth Year of my Age

July 15th, 1774. We finish'd Hilling all our Corn.

July 19, this Day we sow'd our Turnip, Yard Back of ye houce, ¾ Acre

22 July, I see'd a Bare In the woods as I was after the Cattle

23d, Father sot of for Rocheter and Arriv'd att Danl. Roger the same day with a Load of Knees for Varney

* * * * * * *

The Gore, 1774. August 10th, this Day we Reapt our grain, Winter Rye and wheat, the 12th secur'd it.

August 14, we Burnt our fell Trees over the River, we poold our pease.

August 20th, this Day I Got a Dog puppy from the widdow Pierces, 5 weeks old.

The Gore, 1774. August 25th, this Day as I was mowing a path Down to the River to hal hay, I stuck the sythe Into my Instep and cut it Verry Bad.

August 26 Day, we began to Mowe in our Marches at home & Cut 4 Load.

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Septm. 8th, this Day we stact 7 load of hay & had 8 Load more In Cock.

Septm. 9th we took the Flax out of the River to Dry and Spread it in ye ma[r]sh.

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Sept. 26th, we began to harvest.

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November 15th, we Lost our Mare; we Lent her to Lieut. Rogers to fetch Corn from Gilmantown who broke her Leg going through a mire with William on her Back and afterwards knock'd her In Head, half a mile of his houce, nothing Receivd.

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Decm. 10th Day, we Sowed 2 Bushels of winter Rye Behind ye houce.

Decembr. 26th Day was Chrismas and we had a fine Frolick att Mr. Marches, Drank 6 Quarts of Rum &c.

The Memorandum Book of Ephraim Roberts is in the possession of the New Hampshire Historical Society, and is reprinted in *Historical New Hampshire*, Vol. XXIV, No. 3 (Fall, 1969), pp. 20-34. Permission to excerpt is gratefully acknowledged.

Notes and Glossary

gore - triangular piece of land (or cloth), from old word meaning spear.

January 1772 - the brick chimney proves that the Roberts did not live in a pioneer's camp, one reason why Mrs. Roberts "likd the place Verry well." Note that heavy hauling was via sled over ice and snow.

January 27, 1774 - in the absence of sufficient hay and grain, the Roberts very sensibly bought their beef on the hoof in older settlements.

March 31, 1774 - perhaps Mrs. Roberts had just joined the protest against British rules and therefore decided to make her family's clothes. Young Ephraim had already brought the sheep, doubtless for their wool.

April 26, 1774 - the "old Field" was all of 2½ years old and already free of stumps. The "hovel" was an open shed for sheep or other stock.

June 15, 1774 - 27 miles in 9 hours, so the roads were improving. Riding horseback was for comfort rather than speed, so Ephraim had no troubles keeping up, even though walking. N. probably stands for "Nabby," the common nickname for Abigail.

June 28, 1774 - a hogshead held from 60-80 gallons. Probably Rogers kept a store or tavern. But also haying (just beginning) was hot and hard work demanding rum as thirst quencher and antidote for aching muscles and joints.

July 23, 1774 - "Knees" were lengths of tree trunks or branches shaped like bent legs and much in demand as braces in boatbuilding. Saplings could be twisted and tied to grow into "knees" - if Mother Nature did not provide enough.

Reprinted from 1983 Vermont Almanac and Government Guide, Vermont Republicans

VERMONT'S DECLARATION OF INDEPENDENCE*

In Convention of the representatives from the several counties and towns of the New Hampshire Grants, holden at Westminster, January 15, 1777, by adjournment.

Whereas the Honorable the Continental Congress did, on the 4th day of July last, declare the United Colonies in America to be free and independent of the crown of Great Britain; which declaration we most cordially acquiesce in: And whereas by the said declaration the arbitrary acts of the crown are null and void, in America, consequently the jurisdiction by said crown granted to New York government over the people of the New Hampshire Grants is totally dissolved.

We, therefore, the inhabitants, on said tract of land, are at present without law or government, and may be truly said to be in a state of nature; consequently a right remains to the people of said Grants to form a government best suited to secure their property, well being and happiness. We the delegates from the several counties and towns on said tract of land, bounded as follows: South on the North line of Massachusetts Bay; East on Connecticut River; North on Canada line; West as far as the New Hampshire Grants extends:

After several adjournments for the purpose of forming ourselves into a distinct separate state, being assembled at Westminster, do make and publish the following Declaration, viz.:

"That we will, at all times hereafter, consider ourselves as a free and independent state, capable of regulating our internal police, in all and every respect whatsoever — and that the people on said Grants have the sole and exclusive and inherent right of ruling and governing themselves in such manner and form as in their own wisdom they shall think proper, not inconsistent or repugnant to any resolve of the Honorable Continental Congress.

"Furthermore, we declare by all the ties which are held sacred among men, that we will firmly stand by and support one another in this our declaration of a state, and in endeavoring as much as in us lies, to suppress all unlawful riots and disturbances whatever. Also we will endeavor to secure to every individual his life, peace and property against all unlawful invaders of the same.

"Lastly we hereby declare, that we are at all times ready, in conjunction with our brethren in the United States of America, to do our full proportion in maintaining and supporting the just war against the tyrannical invasions of the ministerial fleets and armies, as well as any other foreign enemies, sent with express purpose to murder our fellow brethren, and with fire and sword to ravage our defenceless country.

"The said state hereafter to be called by the name of NEW CONNECTICUT."

Extract from the minutes. Ira Allen, Clerk

*Reprinted here from *Governor and Council*, vol. 1 p. 51. This was the declaration "prepared for the press." For the first draft prepared by a committee and passed by the convention, see *Ibid.* 1 40-44, and for later addition to the copy printed here, see *Ibid.* 1 54-57.

FREEMAN'S OATH

You solemnly swear (or affirm) that whenever you give your vote or suffrage, touching any matter that concerns the State of Vermont, you will do it so as in your conscience you shall judge will most conduce to the best good of the same, as established by the Constitution, without fear or favor of any person (Vermont Constitution, Chapter 2, Section 34).

V. VERMONT HISTORY, SUGGESTED ACTIVITIES

A. Question Worksheet

Questions, Section A

1. How did Lake Champlain get its name?
2. What did the lake territory look like when it was discovered?
3. In what year was the lake discovered?
4. Why was Samuel de Champlain in this area?
5. What was the significance of the Indian battle on the lake?

Questions, Section B

6. Which two countries battled for control of the new land?
7. Why was the French and Indian War fought?
8. What was the result of the French and Indian War? When did this war begin and end?
9. In what year did settlement in Vermont really begin? Why didn't it start before this?
10. In what location was the first settlement by white people?

Questions, Secton C

11. What was probably an early Vermonter's biggest problem?
12. What was an early log cabin like?
13. What are some examples of how early pioneers were self-sufficient?
14. Where were the first mills built? Why?
15. Why did it become a better idea to turn the farm products into manufactured goods?
16. What products were made in early mills?

Questions, Section D

17. Who was Benning Wentworth?
18. How did Wentworth create conflict with New York?

19. Wentworth was forced to resign. Why didn't this solve the problem?

20. Why was Bennington especially a problem?

21. What conclusion can be drawn from the James Breakenridge incident?

22. Why were the Green Mountain Boys formed? What did this group do?

23. Who ws the leader of the Green Mountain Boys? Why was this man so concerned about the problem?

24. The Onion River Land Company was formed. How did this affect the dispute over land? What area was settled as a result?

25. To what country did New York look for an answer? Why?

26. What turned attention away from the land dispute?

27. What was the main question in the land dispute?

Questions, Section E

28. For what reasons did the Allens think it is a good idea to control Lake Champlain?

29. In order to control the lake, what had to be captured?

30. Why was General Gershom Beach remembered?

31. Why was there an argument between Ethan Allen and Benedict Arnold?

32. How did the battle at Fort Ticonderoga turn out? In what year was this?

33. What was the reaction of the Continental Congress to news of the battle?

34. Who was selected as leader of the Green Mountain Boys for the Canadian invasion?

35. Why was Canada invaded?

36. What happened to Ethan Allen during the Canadian invasion?

37. Where in Vermont has a battle fought after the battle of Montreal? Who was the commander? Even though the Americans lose, what was the value of this battle?

38. What was decided at the Dorset Convention (the first meeting)?

39. How was the power of the Grants increased at the second meeting?

40. In the Grants at this time, people were divided. How do you explain this?

41. The conventions held from 1776-1777 were not representative of all the people. What facts prove this?

42. As the conventions progressed, what was the main goal? When was this finally accomplished?

43. What did New York do at this time that affected opinion of Yankees? How did it affect the Yankees' opinion and why?

44. How was a thunderstorm an important part of events at this time?

45. What was the most important result of the July, 1777 meeting?

46. A Council of Safety was formed on July 11, 1777. Why?

47. What was the first job this Council of Safety had? How did this group raise money?

48. What battle occured at this point in the war (August, 1777)?

49. How did the battle in August, 1777 turn out? What were the reasons for this?

Questions, Section G

50. Who were Vermont's first four elected officers?

51. Why did sixteen towns in New Hampshire ask to join new Vermont?

52. Why was Ethan Allen personally against the idea of the towns joining? How did he convince the Vermont Legislature to reject the request?

53. What did leaders of the sixteen towns do as a result of the rejection?

54. 1779 was a very turbulent year for Vermont. What arguments were going on at this time?

Questions, Section H

55. The Continental Congress would not recognize Vermont as a state. Why?

56. Vermonters at first were not upset at being a republic all by themselves (not part of the United States). Why?

57. During this time period, what was true about the influence of the Allens?

58. Why did New York delegates suddenly decide to accept Vermont as a state?

59. When Vermont was offered a chance to join the United States as the fourteenth state, what was its main worry? How did it solve this problem?

60. On what date did Vermont join the United States? At this time, how many years had it been since it proclaimed itself independent?

Question Worksheet, Answers

1. Samuel de Champlain gave the lake his name when he discovered it.
2. It was a wooded area with the Green Mountains to the east. Wildlife was abundant. The Indians peopled the area.
3. The lake was discovered in 1609.
4. Champlain was part of a war party hunting for the Iroquois Indians.
5. The Iroquois developed a fierce hatred for the French, a feeling which the British took advantage of during their struggle for control of North America.
6. France and England were rivals for the new land.
7. The French and Indian War was fought over ownership of the new land.
8. England won the war and thus gained claim to all land east of the Mississippi River. The war lasted from 1756-1761.
9. Major Vermont settlement began 1761. This date marked the end of the French and Indian War and brought peace to an area which had been engaged in fighting for 150 years.
10. St. Anne's Shrine on Isle la Motte was the first white settlement.
11. The biggest problem was probably clearing the land and felling trees. (Answers may vary.)
12. Answers will vary.
13. Answers will vary.
14. The first mills were built by rivers because of the need for waterpower.
15. Manufactured goods were lighter and easier to transport.
16. Products made in early mills included starch, liquor, and wool.
17. Benning Wentworth was the governor of the royal colony of New Hampshire.
18. He made land grants in an area claimed by New York. He announced that the boundary line of New Hampshire was to be moved to a line twenty miles east of the Hudson River.
19. He had already made land grants, and settlers had already claimed the land and built homes.

20. This township not only extended as far as the twenty-mile limit designated by Wentworth as New Hampshire's boundary, but extended a bit over this boundary in land that was clearly in New York's possession.

21. Answers will vary.

22. The Green Mountain Boys were formed to protect the land claims of the inhabitants of New Hampshire against claims of New York inhabitants. When the court ruled in 1770 that Benning Wentworth never had any right to make land grants west of the Connecticut River, the Green Mountain Boys stepped in to protect settlers in that area. Basically, this group used embarrassment, humiliation, and scare tactics to evict New Yorkers.

23. Ethan Allen was the leader. He owned much land in this area, land he would have lost if New York should gain ownership of the region.

24. Formation of the Onion River Land Company intensified the Allens' need to insure New Hampshire ownership of the land in question. The area along the Winooski River, including present-day Burlington, Williston, Shelburne, Colchester, Essex, and Jericho, was settled.

25. New York looked to England for an answer because England had jurisdiction over the land (as colonies) due to its victory in the French and Indian War.

26. The Revolutionary War began.

27. The main question was whether New York or New Hampshire owned the land.

28. The Allens realized that in order to protect their land holdings, they should control Lake Champlain.

29. Fort Ticonderoga had to be captured.

30. Major Gershom Beach traveled on foot to alert and gather the Green Mountain Boys to march on Fort Ticonderoga.

31. Both wanted to command the expedition to capture Fort Ticonderoga.

32. The Green Mountain Boys captured Fort Ticonderoga on May 10, 1775.

33. The Continental Congress was angry because it viewed the capture of Fort Ticonderoga as an act of rebellion against England.

34. Seth Warner was selected as leader.

35. Canada was invaded in order to maintain control of Lake Champlain and Fort Ticonderoga.

36. Ethan Allen got captured and was held in a British prison for three years.

37. A battle was fought at Valcour Island under the command of Benedict Arnold. Because the British were delayed by this battle, the soldiers had to return to Canada for the winter and wait until spring to launch another offensive, thus giving the Americans time to make plans for defense.

38. The decision was made to claim citizenship as part of the New Hampshire Grants, thus renouncing all association with New York.

39. A decision was made that people who did not sign a petition as evidence of allegiance to the new district would be treated as enemies.

40. People were divided into two groups: inhabitants west of the mountains and inhabitants east of the mountains. The two groups differed as to support of Ethan Allen and support of plans for independence.

41. None of the delegates had been elected by vote. Some delegates were from uninhabited areas. Many fewer delegates attended from east of the mountains than from west of the mountains.

42. The goal became independence as a state which was finally accomplished on March 14, 1791.

43. New York made a new constitution that based the right to vote on wealth and incorporated the principle of electoral districts rather than individual towns in voting. This angered Yankees, making many feel that union with New York was unfavorable and independence was now favorable.

44. A messenger arrived with news that Burgoyne was advancing up Lake Champlain. Delegates, worried about their families and homes, prepared to leave. But a thunderstorm made travel impossible so they finished writing the constitution instead.

45. The constitution for the new state was finished.

46. A Council of Safety was appointed to rule Vermont.

47. Its first job was to raise troops to protect the Lake Champlain country. To raise money, the goods of any person not swearing allegiance to Vermont were seized and sold.

48. The battle of Bennington occured in August, 1777.

49. The battle was an American victory due to the arrival of a fresh regiment of Green Mountain Boys under the command of Seth Warner.

50. Governor Thomas Chittenden, Lieutenant Governor Joseph Marsh, Secretary Thomas Chandler, Jr., and Treasurer Ira Allen were officers.

51. The government constructed after the Revolutinary War had left power in the hands of only a few and had taken away the smaller towns' representation in assembly.

52. He would lose his power and influence to men like Olcott, Marsh, and Bayley. He used the argument of the danger of a New York-New Hampshire alliance against Vermont if the sixteen towns were permitted to join.

53. Representatives of the sixteen towns urged the New Hampshire legislature to renew its claim to Vermont.

54. New York, New Hampshire, and Massachusetts were all claiming title to Vermont land. People within Vermont itself were arguing over boundaries. Citizens were arguing whether the new state was legitimate or not. Some people resented the Green Mountain Boys. The Revolutionary War was still being fought.

55. The Continental Congress would not recognize Vermont as a state for two reasons. One was due to the question over land ownership. The second was a concern of the delegates that recognition of Vermont could set a precedent which could have meant a loss in western lands by several states claiming ownership in that region.

56. There were three reasons. By remaining outside the jurisdiction of the Continental Congress, Vermont escaped the responsibility of helping to pay off the war debt. Settlement was progressing rapidly so the state was growing without the aid of the Continental Congress. As long as Vermont remaind an entity by itself, no central court could render a decision on the land ownership dispute unfavorable to the Vermonters.

57. The Allens' influence was waning.

58. Kentucky submited a petition to become the fourteenth state, and New York decided that it was better to have Vermont in the union than Kentucky.

59. Vermont's main worry was settlement of the land dispute. To solve this problem, Vermont paid New York $30,000 to buy all the land titles in question.

60. Vermont joined the United States in 1791. It had been fifteen years since it proclaimed itself independent in 1776!

B. Paragraph Starters

In a paragraph or more, describe the main events in Vermont's development during each of the time periods listed. Key phrases are given to help you.

1. Explorations of Samuel Champlain
   (Champlain, Iroquois, 1609, French and English)

2. War activity from 1609-1760
   (forts, French and Indian War, 1756-1761)

3. Benning Wentworth, governor of New Hampshire, and Clinton, governor of New York
   (land grants, Connecticut River, king of England, a twenty-mile line, Bennington, Wentworth's deceit)

4. Green Mountain Boys and the Allens
   (James Breakenridge incident, ejectment cases, Ethan Allen, Onion River Land Company)

5. Activity during the Revolutionary War - Ticonderoga and Canada
   (Lake Champlain, Fort Ticonderoga, Lexington, Major Beach, Benedict Arnold, Continental Congress, Seth Warner, Montreal battle, Allen captured, Valcour Island, 1775)

6. The Dorset Conventions
   (Grants divided, six meetings, enemies of Grants, thunderstorm, Burgoyne, July 2, 1977, constitution, Council of Safety, seizure of property)

7. Battle of Bennington
   (August 1777, Seth Warner, John Stark, Hessians, Burgoyne)

8. Vermont 1777-1778 (argument and conflict)
   (sixteen New Hampshire towns, Allen's position threatened, New York, Massachusetts, New Hampshire, Continental Congress, boundaries, British, Green Mountain Boys)

9. Independence in 1779
   (Allen's marriage, Continental Congress, war dept, settlement, Kentucky, George Washington, payment, March 1791)

C. **Vermont History Activities Outline Referenced to Public School Approval Standards**

Use of small and large group discussion

The following questions can serve as topics for discussion.

1. In what ways were early Vermonters resourceful?

2. How did the French and Indian War affect the development of Vermont and, more globally, the development of the United States?

3. How did the Revolutionary War affect Vermont in the 1770's?

4. What were reasons for the slow progress of settlement in the area now known in Vermont?

5. What kind of person was Ethan Allen? In what favorable ways did he influence Vermont? In what unfavorable ways did he influence Vermont?

6. What kind of person was Benning Wentworth? In what favorable ways did he influence Vermont? In what unfavorable ways did he influence Vermont?

7. What role did the land grant dispute play in Vermont's history?

8. What events were most significant in the history of Vermont? Why?

9. What are changes that could have occurred that would have strongly affected and/or altered Vermont s present status?

Use of simulation

The following situations could serve as ideas.

1. Pretend you are one of the Frenchmen in Samuel de Champlain's group exploring Lake Champlain. What would your trip be like? What would your feelings be?

2. Pretend you are a Vermont pioneer in the 1760's. What would a day's routine be for you?

3. Pretend you are a Yorker. How would you feel toward the Green Mountain Boys?

4. Pretend you are Benning Wentworth explaining the land grant dispute to a friend. What goals would you set for resolution?

5. Pretend you are Ethan Allen sitting alone at home during an evening in 1774. What thoughts would be uppermost in your mind?

6. Pretend you are at a meeting of the Green Mountain Boys. What would it be like?

7. Pretend you are a member of early Vermont in 1778. What would your feelings be toward the Revolutionary War?

8. Pretend you are a Vermonter in 1791 reviewing the previous thirty years. What would you be thankful for? What would you be angry about?

9. Pretend you are a pioneer from the late 1700's who has returned to earth in the current time. What would your reactions be?

Role playing

The following are suggestions for role plays.

1. Role play Champlain's entry onto Lake Champlain in 1609.

2. Role play a barn raising or corn husking.

3. Role play a meeting of the Onion River Land Company.

4. Role play the James Breckenridge incident.

5. Role play a meeting between Benning Wentworth and Governor Clinton.

6. Role play the battle of Bennington.

7. Role play the capture of Fort Ticonderoga.

8. Role play the battle of Valcour Island.

9. Role play the meeting in 1777 at Windsor during which the constitution for Vermont was written.

10. Role play a Continental Congress session in the 1780's where Vermont's request for statehood was considered.

Use of media

The topics listed below could be expressed in any of the following media:

Art medium: posters, drawings, exhibits

Oral medium: skits, oral presenations, discussions, debates

Written medium: poems, narratives, reports, advertisements, newspaper articles, plays, stories, descriptions, diaries, letters

This listing is by no means definitive. Individual teachers should use it as a springboard for their own ideas and program.

1. Discovery of Lake Champlain
2. Lake Champlain as a battlefield
3. French and Indian War
4. A Vermont pioneer
5. The land grant dispute
6. The Green Mountain Boys
7. Battle of Fort Ticoderoga
8. Invasion of Canada
9. Writing the constitution
10. Vermont the Fourteenth State

Questioning

Research opportunities can be drawn from several of the sections.

Independent Study

Ideas for independent study are suggested in the Skills Contract in this unit.

Dear Parents:

In Social Studies class we have beer. studying Vermont's history. The students are now ready to do some projects. Project work is quite important at this grade level, and for that reason I like to communicate with you about what your child is doing.

Attached are lists of projects from which students may choose. The projects are divided into different sections: written activities, drawing projects, exhibits to prepare, and projects to make. In each section it is indicated how many the students have to complete.

We have been discussing Vermont's history extensively in class, so students should know much of the information from work in the classroom. I encourage students to use encyclopedias, books on Vermont, or any other appropriate materials. An important part of project work is learning to use reference sources.

Please discuss with your child which projects he/she intends to do. Then please help him/her fill out the Project Contract attached. In this way you and your child will both know what he/she is doing, and you can lend your assistance! Some time will be provided in the classroom to work on their own in order to have projects ready on time. Pease help your child to plan ahead.

Please sign the contract form and have your child return it to me. (You might like to make a copy of it to keep.) All projects will be graded on accuracy, neatness, organization, and imagination. If you have any questions, please feel free to get in touch with me.

Again, I invite you to stop in our classroom anytime.

Sincerely,

Vermont History - Projects

Write it! Select ____ of these to complete.

1. Write a short play (at least three minutes long) about a period in Vermont's history. Perform it.
2. Write an account that might have been in the diary of an early Vermont settler between 1761 and 1771. Choose to be either an adult or a child. Make entries for at least a week's time.
3. Write a speech that Ethan Allen might have given called "My Work in Vermont." It should be one page long.
4. Write a list of twelve questions dealing with life in Vermont 50 -70 years ago. Interview a senior citizen and record his/her answers.
5. Write a report on Anne Story. It should be one page long.
6. Write a report on a famous early Vermonters. It should be one page long.
7. Write an account of an early Vermont Christmas. It should be one page long.
8. Write a letter that Governor Wentworth might have sent to the English king about New Hampshire's ownership of the Grants. Then write a letter Governor Clinton might have sent to the king about New York's ownership of the same area.
9. Write an account for the English king pretending you are Samuel de Champlain. Include your discovery of the lake, a description of the environment, and an account of the battle. It should be one page long.
10. Write an article about the Green Mountain Boys' activity during the Revolutionary War.
11. Write a book report on the book Yankee Pioneers.

Draw it! Select ____ of these to complete.

1. Draw a series of four scenes in Vermont's history. Explain each scene with a few sentences.
2. Draw a poster showing the ways in which early white settlers used natural resources for survival.
3. Draw a mural showing the jobs of children in early Vermont. Include both boys' and girls' duties.
4. Draw a picture of the Dorset Convention on July 2, 1777 when delegates are writing the constitution.

5. Draw a mural showing the capture of Fort Ticonderoga. Select six different events to draw, and draw them in the order they happened.

6. Draw a map of Vermont. Mark the location of major forts built in Vermont by the French and English.

Exhibit it! Select ____ of these to complete.

1. Create an exhibit showing the wilderness scene, the wildlife, and the Indians in the time period 1660-1750.

2. Create an exhibit showing a cleared area of land with an early log cabin typical of settlement in the time period of 1770-1790.

3. Create an exhibit of gravestone rubbings. Explore a cemetery and find some of the oldest stones. Make rubbings of these gravestones. Then choose one of the people, and write a fictional account of what that person's life might have been like.

4. Create an exhibit showing Samuel de Champlain's discovery of Lake Champlain and the Indian battle.

5. Create an exhibit showing the six different meetings of the Dorset Convention.

Make it! Select ____ of these to complete.

1. Make a collection of natural resources (berries, nuts, etc.) that Indians and eary white settlers used for survival. Collect actual samples. Write a sentence for each item describing what it is and how it was used.

2. Make a booklet of recipes using corn. Corn was the Indians' and settlers' staple food. Try to include recipes which would have been possible to use in the 1700's.

3. Make a Pioneer Cookbook of early settlers' recipes. Include at least eight recipes. Make the cookbook attractive.

4. Make a dipper from a gourd, pumpkin, or squash.

5. Make a picture file of Vermont.

6. Make a replica of an early stone tool by chipping the shape away from rock.

7. Make a model of the interior of an early Vermont kitchen.

8. Make a timeline of important events in Vermont's history. See teacher for details.

9. Make some dyes that early Vermonters could have used by utilizing materials they had available. Then take small pieces of material and try the different dyes. Make a collection of these. Identify the dye used in each.

10. Make a hornbook.

11. Make candles. They can be molded candles, dip candles, or sand candles.

12. Make some early dolls children might have used.

13. Make a broom used in early kitchens.

14. Make pemmican or jerky (a dried Indian food).

PROJECT CONTRACT

Complete this contract. Sign it. Return it to the teacher.

Student's Name: _____

I. Write it! These projects will be due on _____
Project Numbers:

II. Draw it! These projects will be due on _____
Project Numbers:

III. Exhibit it! This project will be due on _____
Project Number:

IV. Make it! These projects will be due on _____
Project Numbers:

Student's Signature: _____
Parent's Signature: _____

VI. VERMONT HISTORY, TEST

I. Following is a list of imaginary quotes which different people might have said. On the line after each quote, write the name of the person most likely to have said it. Choose from the answers in the answer box. You will not use the same answer more than once.

Answer Box

An early Vermont farmer	Samuel Champlain	An Iroquois warrior
Ethan Allen	Thomas Chandler	Thomas Chittenden
Meschech Weare	Eleazar Wheelock	Joseph Marsh
Seth Warner	Benning Wentworth	Ira Allen
James Breckenridge	Bennedict Arnold	King George
An Algonkin warrior	George Washington	Samuel Adams

1. "Everywhere I look, there are trees to be felled." _____

2. "When I sailed onto a large body of water bordered by a tremendous forest to the east with trees of all varieties, I decided it fitting that this water bear my name." _____

3. We were defeated by a Frenchman and his friends. We shall carry forever the fire of hatred in our hearts." _____

4. "We were befriended by the mighty French and their firesticks. We will fight by their side in their struggle against the dreaded English." _____

5. "I decree the township of Bennington to be a rightful and lawful part of the New Hampshire Grants." _____

6. "We must control Lake Champlain if we are to protect our land holdings." _____

7. "I claim this fort in the name of the Great Jehovah and the Continental Congress." _____

8. "I regret that I could not have commanded the battle of Valcour Island so that it could have been a victory for our brave Americans." _____

9. "I am relieved, General Stark, that the regiment was able to keep our American victory at Bennington. It is good news to both of us." _____

10. "I accept with pleasure the office of governor, and I vow to do my best for our new state."

_____

11. "If the sixteen towns contained in the petition are allowed to enter your new state, I fear I must use force against your association in assuring that your careful plans for independence do not find success."

_____

12. "As president of our newly formed United States of America, I welcome the citizens of Vermont as members of the fourteenth state in our union."

_____

II. Following are events in Vermont's history. For each group of events, number the events 1-5 in the order that they occurred. Write the numbers on the lines provided.

_____ England gained control of the new land.

_____ The Green Mountain Boys were formed.

_____ France and England sent explorers to the new land.

_____ Wentworth and Clinton argued over land grants.

_____ The French and Indian War was fought.

_____ The battle of Bennington was fought.

_____ The battle of Fort Ticonderoga was fought.

_____ The battle of Lexington was fought.

_____ The battle of Montreal was fought.

_____ The battle of Valcour Island was fought.

_____ The Yankees declared themselves a new state.

_____ The Yankees declared themselves members of the New Hampshire Grants.

_____ The Yankees joined the United States as the fourteenth state.

_____ The Yankees wrote a constitution and elected their first officials.

_____ The Yankees declared themselves a separate district.

III. Following are six dates. For each one, give the reason why it is important in Vermont's history. Write your answer on the line provided.

1609 _____

1666 _____

1761 _____

1775 (May) _____

1777 (August) _____

1791 (March) _____

IV. Following is a list of items. Each affected the history of Vermont in some way. For each item, explain how it had a part in Vermont's history. Write your answer on the lines provided.

1. Indians _____
_____

2. Bennington Wentworth _____
_____

3. England _____
_____

4. potash _____
_____

5. Hampshire Grants _____
_____

6. New York _____
_____

7. Bennington _____
_____

8. Onion River Land Company _____
_____

9. Revolutionary War _____
_____

10. Continental Congress _____
_____

11. General Burgoyne _____
_____

12. Isaac Tichenor _____

_____

13. Kentucky _____

_____

V. Following is a list of causes and effects. For each cause given, write the letter of the effect which resulted. Write the letter on the line provided. Choose from the answers in the Answer Box.

Answer Box, Effects
Match with 1-8

a.	The French and Indian War was fought.
b.	The Revolutionary War was fought.
c.	The Royal colonies of New York and New Hampshire were created.
d.	Lake Champlain was discovered.
e.	The British were delayed and had to wait until spring to attack further.
f.	Major settlement in Vermont did not begin until the mid 1700's.
g.	A Candadian invasion was planned.
h.	Many Indians sided with the British against the French.

Causes

_____ 1. The Indians and their French allies went hunting for their enemy.

_____ 2. Champlain gained a victory for his Indian friends in the early 1600's.

_____ 3. England and France were competing for control of the new land.

_____ 4. Lake Champlain was a battleground for 150 years.

_____ 5. England won the French and Indian War.

_____ 6. After the battle of Fort Ticonderoga, the Yankees wanted to keep control of the Lake Champlain region.

_____ 7. The battle of Valcour Island, even though an American defeat, had importance.

_____ 8. Colonists became angry over trade and tax laws passed by the British.

Answer Box, Effects
Match with 9-15

i.	The Green Mountain Boys were formed.
j.	Seth Warner was chosen commander of the Green Mountain Boys by the consititution.
k.	Delegates finished writing the consitution.
l.	Argument erupted between the governors of New York and New Hampshire.
m.	The Continental Congress would not recognize Vermont as a state.
n.	The land dispute was finally settled.
o.	It was important to them to keep the New Yorkers out of the Lake Champlain area.

Causes

_____ 9. The Allen family needed to control its Onion River land possessions.

_____ 10. Argument increased between New York and New Hampshire over land grants.

_____ 11. Benning Wentworth granted many land grants in the Lake Champlain Valley.

_____ 12. To many people, Ethan Allen seemed impetuous and dictatorial.

_____ 13. A violent thunderstorm made travel impossible.

_____ 14. Vermont paid New York $30,000.

_____ 15. New York, New Hampshire, and Massachusetts each had an argument with Vermont over land boundaries.

VI. Choose one of the following and write a paragraph on it. Proofread it when you finish.

1. You are an early Vermont pioneer. Write a list of ten jobs you must do in preparing a place to live.

2. You are an early Vermont pioneer. Describe with ten details the inside of your log cabin.

3. You are an early Vermont pioneer. Explain with ten facts how you use natural resources for survival.

VII. Choose one of the following and write a paragraph on it. Proofread it when you finish.

1. You are asked to evaluate whether Ethan Allen acted in the best interests of Vermont or not. You feel that he did not act for the good of Vermont. Support your opinion with at least eight reasons.

2. You are asked to evaluate whether Ethan Allen acted in the best interests of Vermont or not. You feel that he did act for the good of Vermont. Support your opinion with at least eight reasons.

VIII. Choose one of the following and write a paragraph on it. Proofread it when you finish.

1. The year of 1779 was a very turbulent, difficult year for Vermont. Explain why this was true. Use at least eight reasons.

2. The Revolutionary War definitely affected Vermont in its struggle to become a state. Explain how it did. Use at least eight facts.

3. The land grant dispute raged from 1749-1791. Explain the major problems in this quarrel. Use at least eight details.

Test, Vermont History, Answers

I. 1. An early Vermont farmer
2. Samuel Champlain
3. An Iroquois warrior
4. An Algonkin warrior
5. Benning Wentworth
6. Ira Allen
7. Ethan Allen
8. Benedict Arnold
9. Seth Warner
10. Thomas Chittenden
11. Meschech Weare
12. George Washington

II.

3	5	3
5	2	1
1	1	5
4	3	4
2	4	2

III.

1609	Samuel Champlain named Lake Champlain.
1666	Fort St. Anne was built on Isle La Motte.
1761	End of French and Indian War; beginning of settlement of Vermont
1775 (May)	Fort Ticonderoga is captured.
1777 (August)	Battle of Bennington occurs.
1791 (March)	Vermont becomes the fourteenth state.

IV. 1-13 Answers will vary. Accuracy is up to teacher judgement.

V.

1. d	9. o
2. h	10. i
3. a	11. l
4. f	12. j
5. c	13. k
6. g	14. n
7. e	15. m
8. b	

VI. Accept appropriate responses.

VII. Accept appropriate responses.

VIII. Accept appropriate responses.

STUDY OF VERMONT:
A CURRICULUM

Appendix of Terms

Analyze:	identify the parts of the issue; express how those parts affect the whole; express how alteration of the parts could alter the issue; offer a solution to the issue
Apply:	identify the issue; recognize the body of data pertinent to that issue; make connections between the issue and the pertinent data; generate new solutions and/or alternatives to the issue; support that new solution with data
Cite:	state as fact
Compare:	select two or more variables and express the similarities/likenesses between those variables
Contrast:	select two or more variables and express the differences between those variables
Define:	state precisely the meaning of the item or state precisely the specific called for
Demonstrate:	show a change in feeling or show evidence of use of a given skill
Describe:	present relevant facts in oral or written form; organize those relevant facts around a given specific
Discuss:	orally examine an issue in a group setting; offer both facts and generalizations on that issue; support those facts and generalizations with data; re-examine those facts and generalizations in a group perspective
Evaluate:	make a judgment; identify the criteria used to make the judgment; use known data to support the judgment
Explain:	identify a specific; give reasons for that specific
Hypothesize:	select known data relevant to the issue; apply this known data in a creative, original way; make an assumption in order to test its consequences; express the logic between the known data and the supposed conclusion
Identify:	state the category to which the item belongs; name the item; tell how it is similar to other items in that category; tell how it is different from other items in that category
Interpret:	discover and state a relationship among two or more facts, generalizations, definitions, values, or skills

List:	identify a category; give relevant facts in that category; express a relationship between the category and its parts
Locate:	find and label on a map
Predict:	express a theory about a probable outcome or result of a given set of circumstances; support that theory with reasonable known data; express a logical link between known data and suggested outcome
Relate:	express the particular details of the item; connect that item with another; give the criteria for connection
Sequence:	identify the major events of a given specific; rank those events in the correct chronological order
State:	declare as fact: support that declaration with data
Trace:	follow the development or course of a process; express the major points of that development; express changes or constancies from one major point to another; express the end of that development or course as a culmination of the entire process
Translate:	change information into a different symbolic form or language

STUDY OF VERMONT:
A CURRICULUM

Prerequisite Skills Chart

Skill	Prerequisite Skills
1. Analysis	a. Form a simple organization of key ideas related to a topic b. Determine how those key ideas are similar to and different from each other c. Separate a topic into major components according to appropriate criteria d. Examine critically relationships between and among elements of a topic
2. Classification/ Categorization	a. Identify relevant factual material b. Sense relationship between items of factual importance c. Group data in categories according to appropriate criteria d. Distinguish order of occurence or order of importance
3. Discussion	a. Identify the given issue b. Support the issue with data c. Contribute to the development of a supportive climate in groups d. Serve as a leader or follower e. Re-evaluate as flow of discussion progresses
4. Evaluation	a. Categorize information according to a given specific b. Determine whether or not the information is pertinent to the topic c. Estimate the adequacy of the information d. Assess the validity of the information e. Judge the information according to certain criteria
5. Interpretation	a. Select and organize information according to a specific purpose b. State relationships between categories of information c. Note cause and effect d. Draw inferences from factual material e. Predict likely outcomes based on factual information

6. Prediction	a. Extract significant ideas from illustrative details b. Distinguish fact from opinion c. Form an opinion and support with data d. Restate major ideas in concise form e. Reinterpret events in terms of what might have happened and show the likely effects on subsequent events
7. Translation	a. Read to find answers b. Identify relevant factual material c. Possess an awareness of various mediums of expression d. Select a medium appropriate for expression e. Organize factual material in a meaningful way f. Present in visual form information extracted from print
8. Use of reference sources	a. Use a card catalog b. Use a table of contents and index c. Identify key words d. Use cross references e. Evaluate and record relevant data in note form f. Summarize relevant data g. Select main idea and supporting facts

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Resources

1. Agency of Development and Community Affairs
   Information/Travel Division
   61 Elm Street
   Montpelier, Vermont 05602

   *Official Vermont Transportation Maps are available at a reduced rate for schools.

2. American Association for State and Local History
   708 Berry Avenue
   Nashville, Tennessee 37204

3. American Association of Museums
   2233 Wisconsin Avenue
   Washington, D. C. 20276

4. Colonial Dames of America
   421 East 61st Street
   New York, New York 10021

5. Countryman Press
   Taftsville
   Vermont 05023

   *Official Vermont Bicentennial Guide has been published by this company.

6. The Green Mountain Folklore Society
   c/o Enna Remmick
   Box 28
   Calais, Vermont 05648

   *Workshops in schools on Vermont folklore are available.

7. The New England Council
   1032 Statler Office Building
   Boston, Massachusetts 02116

   *Information is available on historic houses and museums of New England.

8. Regional Center for Educational Training
   11 Eldridge Street
   Lebanon, New Hampshire 03766

   *Available is an excellent publication Perspective '76, kits on New England Indians, and "Project Outreach: Education Programs in Vermont Archaeology."

9. State of Vermont

Agency of Environmental Conservation
79 River Street - Heritage II
Montpelier, Vermont 05602

10. The Teachers' Center
Goddard College
Plainfield, Vermont 05667

11. Vermont State Department of Education
Attention: Daniel W. Gregg, Social Studies Consultant
Basic Education Division
Montpelier, Vermont 05602

12. Vermont Council on the Arts
136 State Street
Montpelier, Vermont 05602

13. Vermont Department of Libraries
111 State Street
Montpelier, Vermont 05602

14. Vermont Division of Historic Preservation
109 State Street
Pavilion Building
Montpelier, Vermont 05602

*Available is a list of educational resources on history, prehistory, and archaeology.

15. Vermont Educational Television
Fort Ethan Allen
Winooski, Vermont 05404

16. Vermont Historical Society
Pavilion Office Building
109 State Street
Montpelier, Vermont 05602

*Request the "Catalog of Educational Materials" for:
a) membership in Vermont Junior Historians' Program;
b) slide shows and films; c) free classroom materials;
d) Indian unit.

17. Vermont Public Radio
63 Main Street
Windsor, Vermont 05089

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